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ABSTRACT

This report describes the Dade County, Florida, comprehensive K-12 program for decreasing the dropout rates of all students, with emphasis on minorities. The program involves a number of different components which provide students the opportunity and support for participation in academic and vocation-oriented courses and training programs. The report consists of eight major sections. Section 1 briefly states the dropout prevention program's philosophy and outlines its features. Section 2 discusses program components in general, focusing on: involvement of parents, communities, and businesses; coordination of programs with other agencies; procedures and criteria for the early identification of potential dropouts; instruction in employability skills and career awareness; assignment of program coordinators; and other aspects. Section 3 provides descriptions of individual programs, including: dropout retrieval, educational alternatives, teenage parent, substance abuse, disciplinary, and youth services programs. Section 4 describes additional dropout prevention programs. Section 5 focuses on provisions for exceptional student education. Section 6 discusses staff development activities. Section 7 presents an overview of program evaluation methods, and Section 8, an appendix, contains lists of Dade County schools, the location of specific programs, potential dropout prevention profile criteria, and a sample dropout profile printout. (KH)

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ED277788

DADE COUNTY PUBLIC SCHOOLS

DISTRICT COMPREHENSIVE DROPOUT PREVENTION PLAN

DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA
BUREAU OF EDUCATION
OFFICE OF STUDENT SUPPORT PROGRAMS
DECEMBER 1, 1986

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SECTION I

INTRODUCTION

DISTRICT'S PHILOSOPHY OF DROPOUT PREVENTION

In keeping with the philosophy and in pursuit of goals established by The School Board of Dade County, Florida, it is the intent of the Dade County Public Schools to decrease the dropout rates of all students with emphasis on minorities; and to provide each K-12 student with the opportunity to acquire during the years leading to graduation, the skills, knowledge, and understanding necessary to achieve gainful employment, to establish a household, and/or to continue an educational program in either a technical school, a two-year or four-year college, or in a university. To this end, a comprehensive K-12 program has been developed and implemented which provides students the opportunity and support for participation in academic, prevocational and vocational courses, and vocational education training programs.

OVERVIEW OF THE COMPREHENSIVE PLAN

Recently there has been increasing concern nationally, statewide, and locally regarding the growing number of school dropouts. It is estimated that an even larger number of students are potential dropouts or educationally "at risk."

In the Dade County Public Schools, after four and one half years of tracing eighth grade students, A Study of the Longitudinal Dropout Rate: 1980 Eighth Grade Cohort Followed from June, 1980 Through February, 1985, was published by the Office of Educational Accountability. Its findings revealed that 29.5 percent of 18,869 eighth grade students dropped out of school before graduating. The report reflects the following breakdown: Black students ranked highest in the dropout rate - 33.9 percent, Hispanic students - 29.3 percent, and White students - 26.4 percent.

The target population being served by this comprehensive plan includes, but is not limited to, students disinterested in school, those experiencing academic failure, alienation and social isolation, overage, peer pressure, and home problems. The school system has in operation many specialized programs that are specifically designed to reduce/prevent students from dropping out of school. Such programs offer intensive basic skills instruction with some programs also utilizing a tutorial approach, guidance and counseling services (individualized and group), career awareness and exploratory models, alternative programs, job training, and support services from community agencies. In addition, there are preschool intervention programs that are in the second year of implementation. These preschool programs concentrate heavily on the development of the basic skills prior to entering a formal school setting.

Basic Skills Programs

The Dade County Public Schools offers instructional program strategies for students who meet the characteristic of a potential dropout. Such programs include, but are not limited to, the basic skills program model. The basic skills program is designed to provide students a greater opportunity to experience success in reading, writing, language development, and mathematics. Students in grades K-6 who have not achieved a level of mastery of the basic skills are provided an instructional program that teaches the basic skills of reading, writing, and mathematics in the context of other learning areas such as literature and expressive language, health and safety, social studies, and science.

Students enrolled in grades 7 and 8, performing in reading within the first or second national stanine, are required to enroll in diagnostic/prescriptive reading and writing programs as their language arts requirement. To the extent that resources are available, each senior high school is required to create special classes of a reduced class size to emphasize basic skills instruction utilizing a remedial approach. The goal is to remediate deficient skills and, more importantly, to help students realize that they are capable of truly succeeding in school.

Several special basic skills programs are as follows:

1. **Chapter** I serves students in 76 elementary, seven alternative, ten non-public schools, and 14 neglected and delinquent centers, who are achieving below average for their grade level in reading and mathematics according to their percentile or stanine scores on a standardized achievement test. Elementary students are scheduled in full-day, self-contained basic skills classes with a low student/teacher ratio for a half-day; the other half-day is for application/extension activities through language experience, oral language development, and directed reading instruction. The Chapter I program is limited to students in grades 1-4. The teacher/student ratio in grades 1-3 is 1:14, and in grade 4, 1:16.

2. **Operation Turnaround** is a program designed to improve the learning environment and academic performance of students in three selected inner-city elementary schools -- Orchard Villa, Holmes, and Little River. Operation Turnaround aims specifically at eliminating systematic and personnel deficiencies as a means by which to improve the quality of education for disadvantaged students.

3. **Compensatory Education** serves students in grades 2-5 and 7-8 in the basic skills instruction program. Students receive reading and mathematics instruction. A tutorial program model in the basic skills is provided for students in grades 10-12.

4. At the elementary level, the **Migrant Program** serves students needing additional services in language arts, early childhood, and English for Speakers of Other Languages (ESOL) support. At the secondary level, tutorial services in the basic skills, counseling, nutrition, and medical services are provided in an attempt to prevent students from dropping out of school. This program is implemented in four elementary, two middle/junior, and 2 senior high schools.

5. The **Follow Through Program** utilizes teacher aides to serve students in the primary grades who are in need of instructional support. In addition, medical, dental, and nutritional services are provided to students.

Through all these programs, the Dade County Public Schools is meeting the needs of students in a preventative manner. By providing reinforcement through the basic skills during the early school years, students may master the reading, language, writing, and mathematic skills avoiding future obstacles in their learning process as they enter the secondary grade levels.

Guidance Services

Dade County Public Schools has also identified the need to provide guidance and counseling services at all grade levels. At present, all school levels, elementary through secondary, have one or more full-time counselors.

Recognizing that potential dropouts exhibit academic, social, and emotional problems and often feel alienated and isolated from the school environment, the school system provides guidance and counseling services for those students who have special needs.

1. **Elementary and Secondary Guidance**

   Counselors at the elementary and secondary school levels provide individual and/or group counseling sessions for those students who have been identified as potential early school leavers. The counseling sessions promote self understanding; provide small group problem solving experiences; help students to resolve differences and conflicts between peers and parents; assist students in the areas of career guidance, employability skills, and available educational opportunities. Parent communication is an important aspect of the guidance program offered for students.

2. **Teachers As Advisors Program**

   The Teachers As Advisors Program serves as an internal school support system for the potential dropout. The purpose of the program is to provide understanding and support for the individual student in the areas of career and academic achievement, course selection and planning, credit evaluation, graduation requirements, and postsecondary planning. The individual attention afforded to each student by the teacher advisor helps the student to understand that someone cares. The Teachers As Advisors Program also fosters parental involvement as the program mandates consistent parental contact with the advisor.

3. **Assertive Discipline**

   The Assertive Discipline Classroom Management Program provides a classroom structure and routine which promotes a positive learning environment for students. The Assertive Discipline Program sets clear, consistent limits and consequences for students, provides uniform "follow through" by the teacher, and offers students warmth, support, and rewards for appropriate behavior.

4. **Substance Education Programs**

   To educate students regarding the potentially harmful effects of drug abuse, substance education programs are provided at the elementary and secondary school levels. Substance education curriculum units are provided as well as counseling and affective education experiences.

Special Project Programs

The Dropout Prevention Rebate Program is the major effort of the school system to reduce the dropout rate at the secondary school level. Utilizing the Potential Dropout Profile, each secondary school has targeted 100 potential dropouts for intensive services that will be determined by each school. A rebate of $50 per student will be given to the schools

for each student who remains in school until the end of the school year and demonstrates improvement in other criteria, i.e., attendance, academic grades, and behavior.

Other Special Pilot Programs

Special pilot programs have been designed to meet the needs of specific groups of potential dropouts. The following programs are operated in selected schools solely by the Dade County Public Schools or in cooperation with other community-based agencies:

1. **Miami's For My Child and Me** -- Serves students in grades K-6. The purpose of this program is to provide training to parents utilizing home study activities that will enrich their children's educational experiences.

2. **HIPPY (Home Instruction Program for Preschool Youngsters)** -- Serves preschool children, ages 4-5, over a two-year period, in four inner-city schools in the district -- Buena Vista, Holmes, Little River, and Orchard Villa Elementary Schools. The program is designed to teach parents how to instruct their child at home. The basic purpose of the program is to involve the parent in an educational activity with the child at home, and to assure success in the activity for both parent and child. There are three major areas of intellectual functioning -- formal language, sensory discrimination, and problem solving.

3. **Larchmont Gardens, Liberty Square and Pine Villa Preschool Programs** -- Serves preschool children, ages 3-4, utilizing a structured program approach that is taught by qualified teachers and paraprofessionals at three sites in the district. This program model focuses on oral language development and mathematical skills, which will enable children to experience greater success upon entrance into the kindergarten program.

4. **Robert Morgan Vocational/Technical Center-V.I.P. (Vocational Interdisciplinary Program)** -- Serves 100 tenth grade potential dropouts from feeder schools in the South and South Central areas. Students receive instruction in academic and vocational subjects, develop employability skills, and participate in a work/study program.

5. **SAVE (School Alternative Vocational Education Project)** -- Serves 30 ninth grade potential dropouts in a self-contained setting, with emphasis on academic instruction and career exploration.

6. **Truancy Prevention Program** -- Serves the Miami Coral Park Senior High School feeder pattern, with emphasis on the reduction of truancy.

7. **LEAF (Learning and Earning for an Agribusiness Future)** -- Serves 60 tenth grade potential dropouts, providing them with academic and agribusiness instruction.

8. **COPE Centers** -- Serves pregnant students at two school centers

located in the North Central and South areas.

9. **SARP (Students At Risk Program)** --Serves eighth grade and/or tenth grade "at risk" students who exhibit poor attendance, poor academic skills, and poor behavior. Students are involved in a regular instructional program with counseling provided by the teacher.

10. **Elementary Alternative Strategy** -- Serves students in grades 3-5, providing academic instruction, individual counseling, and utilizing a behavior modification approach. Students are assigned for varying lengths of time during a nine-week grading period.

11. **Transitional Skills Class** -- Serves students in grades 1-6 who have failed to meet the standards for promotion. Instruction is concentrated in the basic skills areas, with students being provided remedial instruction in the areas of previous academic failure.

12. **Work Experience Program** -- Serves potential dropouts in grades 7-10 in a work/study program.

13. **Private Industry Council/South Florida Employment and Training Consortium** -- Serves 1,290 high-risk potential dropouts, providing a multi-year sequence of training and employment opportunities, including employability skills training, guaranteed summer jobs each year if students stay in school and a full-time private sector job upon graduation, part-time jobs during the school year if needed, remedial instruction where appropriate, and extensive counseling through school system counselor/coordinators and outstationed social service agency counselors. An additional component for other graduating seniors provides employability skills training and placement into private sector jobs through Vocational Exploration and On-the Job Training by a company that retains the graduates in its regular workforce. The school sites are Miami Edison Senior High School, Miami Jackson Senior High School, and Miami Senior High School.

14. **Cities in Schools** -- Serves students in the PIC/SFETC Dropout Prevention Program who receive extensive counseling and assistance from outstationed social service agency personnel who are housed in trailers provided at each school, with clerical support provided by the school system. The school sites are Miami Edison Senior, Miami Jackson Senior, and Miami Senior.

15. **Little Havana Institute/Cuban National Planning Council** -- Serves students enrolled in the Miami Senior High School feeder pattern who have been identified as potential dropouts. Students are provided academic instruction, guidance and counseling, and employability skills. They then return to the home school upon satisfactorily completing the program.

16. **ASPIRA** -- Serves Hispanic, Haitian, and other minority students. The major goal of the program is to offer a comprehensive leadership program whereby students are motivated to stay in school, develop their skills and interests, and acquire a postsecondary education.

At present ASPIRA personnel serve the following schools:

Citrus Grove Middle	Miami Edison Middle
Henry H. Filer Junior High	Robert E. Lee Junior High
Shenandoah Junior High	Booker T. Washington Junior High
Hialeah Senior High	Miami Edison Senior High
Miami Jackson Senior High	

17. **CSP Juvenile Foundation, Inc. (formerly Boy's Club)** -- Serves juvenile offenders, ages 8-14, with an academic remediation and rehabilitative program. Counselors help students in the development of self-discipline, self-esteem, and a sense of responsibility.

18. **Listener's Minority Dropout Prevention Program (Proposed Program)** -- will serve 200 minority students in grades 5-9, who have been recommended by school personnel as being "at risk." The Early Intervention Listening approach will be individualized, and targeted to Black and Hispanic students who will be matched with a volunteer for one hour per week. The goal is to establish a supportive relationship designed to foster a healthy self-concept, and to enhance problem-solving skills. (Schools will be selected based on funding).

These and other specific programs and/or projects will be presented as individual program descriptions in each of the six categories required of the District Comprehensive Plan Dropout Prevention Plan.

SECTION II

GENERAL COMPONENTS

DROPOUT RETRIEVAL ACTIVITIES

The Dade County Public Schools has addressed the dropout retrieval concern since May, 1985, with the establishment of Project REPO **(Recruitment Into An Educational Program Through Outreach)** and the employment of a **full-time recruitment specialist** at the district office. This program is designed to "reclaim" dropouts into an appropriate educational setting including, but not limited to, the Vocational Interdisciplinary Program (VIP). The major strategy of the program is for a recruiter to obtain the involvement and commitment of business/industry to publicize the various adult, skill centers, and secondary school programs through which former students can re-enter the educational system. The use of media campaigns, e.g., radio talk shows, disc jockeys, MacArthur Dairy milk carton advertisements, information flyers written in English, Spanish, and Haitian Creole, and utilizing various business/industry billings (the telephone bill) to communicate with dropouts regarding the school system's educational programs. In addition, the school system provides through the **occupational/placement specialist** at each of the secondary schools, an **exit interview** for students of non-compulsory school age who leave the school. A follow-up procedure takes place through the use of telephone calls and correspondence for the purpose of tracking the students' educational status.

DESCRIPTION OF INVOLVEMENT OF PARENTS, COMMUNITY, AND BUSINESSES

In 1979, the Dade County Public Schools reacted to the cries for support from parents by establishing a parent education program. The thrust of this program is in using a variety of resources and environments to help parents promote their child's learning and mastery of basic skills. Some of the programs show parents how to use community attractions as a site for learning basic skills and enhancement of children's self-esteem. Others demonstrate to and involve parents in helping to make students more independent workers, demonstrating pride in their accomplishments. Also, elementary school counselors conduct parent education groups as one of the elementary guidance priorities concentrating on setting limits for children.

Parent Involvement

The Dade County Public Schools offers a variety of programs geared for parental involvement:

1. **Cooperative Preschool Classes** -- Designed to involve parents in the classroom learning activities of their children while they learn how to be more effective supporters of their children's educational growth and development.

2. **Preschool Articulation Program** -- Designed to help parents of preschoolers to prepare their children for a successful year in kindergarten.

   While participating in the workshop/activity, parents receive the Summer Activities Calendar for Preschoolers and materials to construct an educational game that they will later play with their children. Kindergarten teachers play a vital role in the program by familiarizing parents with their expectations of new students. Occasionally, children are given a tour of the school while parents are engaged in other activities.

3. **Parent/Child Activity Workshops** -- Designed to train parents to use the home environment as a basis for supporting children's learning and their mastery of the basic skills. There is a Parent/Child Activities Calendar at each grade level to accommodate all parents and children. The workshop components include:

   a. Affective Domain - Tips for parents
   b. Parent/Child Activities Calendar
   c. Hands-on activity

4. **Transitional Workshops** -- Designed to train parents in helping their children in how to approach test-taking, especially the State Student Assessment Test. It includes:

a. Transitional calendar (grades 3,5,8,10, and State Student Assessment Test Part II)
b. Hands-on activity
c. Tips on testing

5. **Pre-excursion Parent/Child Preparation** -- Designed to train parents to help support the classroom teacher's preparation of students for more meaningful school field trips. These activities include:

   a. A parent guide to the targeted attraction
   b. An educational game based upon that attraction

6. **Miami's For My Child and Me Workshops** -- Designed to train parents to utilize community attractions as a basis for the mastery of the basic skills and the promotion of positive parent-child interaction. The program components consist of the following:

   a. Multi-image presentation
   b. Parent guides
   c. Educational games

7. **Newspaper in Education Workshops** -- Designed to train parents to use the newspaper at home with their children to promote their mastery of the basic skills. Each program participant receives a newspaper to practice newly acquired skills for two weeks following the workshop. The program includes:

   a. Puppet show on parts of the newspaper
   b. Newspaper activities
   c. Suggested hands-on activities

8. **Yes, I Can (Homework Component)** -- Designed to train parents to make homework more meaningful to their children, enabling them to be more independent and do their homework with pride. It includes:

   a. Charts and graphs for children's record-keeping
   b. Strategies for improving study habits

9. **Improving Home/School Communication Through English Mini-Immersion** -- Designed to provide language minority parents with minimal basic survival English communication skills related to home/school situations.

Community Involvement

Many community-based agencies collaborate with the Dade County Public Schools in providing programs and activities related to dropout prevention. Some of these agencies serve as outreach programs under each of the categories found in the program descriptions of the District Comprehensive Dropout Prevention Plan. Several examples are: Job Training Partnership Act (JTPA) programs, Private Industry Council/Cities in Schools (PIC/CIS), HRS Public Health Unit, Youth Development Services, Urban League, Cuban National Planning Council, ASPIRA of Florida, NAACP, Jewish Family Service, Catholic Service Program, and Junior Achievement.

Business Involvement

In addition, the Dade County Public Schools has a very active Dade Partners program. A partnership is a cooperative agreement between a school or school district and a business, professional or civic group or governmental agency, combining their resources to accomplish specific needs for each partner. It is primarily a human resource program built on mutual respect. Its purpose is to provide greater awareness and understanding of the needs and resources of the schools and community; to provide ongoing dialogue between schools and the community; and to work together to improve and enhance educational programs responsive to the needs of the students, the community, and our society.

DESCRIPTION OF ACTIVITIES FOR COORDINATION OF PROGRAMS WITH OTHER AGENCIES

Services are provided through community-based agencies that are funded by the State Department of Education and local funds. It has been the practice of the school system to request a program plan from the various agencies regarding the service(s) that they will provide. Some program/services are provided during regular school hours, after school, and during the evening hours. These program/services emphasize communication skills, career exploration, employability skills, tutorial services, family counseling, leadership training, and the resource officer's project. In addition, the Academy for Community Education; ASPIRA; Juvenile Justice System; CSP Juvenile Foundation, Inc. (formerly Boys Club); NAACP; School-Based Clinic Concept; The Little Havana Institute/Cuban National Planning Council; PIC (Private Industry Council); and Cities in School are some examples of cooperative programs jointly sponsored by community agencies and the schools system. In order to provide the most appropriate services to students, the school system, with parent approval shares student records with those agencies requesting them.

In addition, another very successful program is the Juvenile Justice Center School. The Dade County Public Schools in collaboration with the Health and Rehabilitative Services (HRS), provide a school on site to students who are detained and reside at the Center. Students are interviewed by a school counselor during the first twenty-four hours of detention, a schedule is prepared for the student which will meet his/her needs. The students also participate in a three-day, affective education curriculum that focuses on problem solving, communication skills, and practicing self-control. Through the combined efforts of the school system and the community agencies, more students are able to be served.

PROCEDURES AND CRITERIA FOR THE EARLY IDENTIFICATION OF POTENTIAL DROPOUTS

Although the early identification of potential dropouts has been a major concern of the district, the complexity of this problem extends to many other factors outside of the school. The Dade County Public Schools has developed a Potential Dropout Profile identifying students from grades 4-12 within the following categories:

1. **Major exceptionality** = appropriate exceptionality designation for each included exceptional education student

2. **Absences** = 18 or more occurrences of absence in previous school year - (Fridays and Mondays count as two absences)

3. **Age** = Two or more years older than the grade level average

4. **Stanine** = Reading stanine less than four

5. **School** = Attended three or more schools

6. **Grade Point Average (GPA)** = Three or more D's or F's for the previous school year (Not applicable to elementary schools)

7. **Suspension** = Total days of indoor or outdoor suspension in previous school year

8. **Severity** = Matches two or more of the profile criteria elements. (Number of matches are indicated) (See page 178 in the Appendix)

At the beginning of the school year, the Office of Information Technology, Department of Management Information Systems (MIS), prints an updated dropout profile for each school (elementary and secondary). This report is sent to each school principal with suggestions regarding the steps to take to help the students identified on the printout.

INSTRUCTION IN EMPLOYABILITY SKILLS AND CAREER AWARENESS

Essential to career preparation is a comprehensive and sequential program of career awareness. This program builds upon and expands the exploration techniques initiated at the earlier grade levels. Students are provided with activities which help them to learn more about their values and interests. Three programs integrate the major effort of career awareness at all three school levels, elementary, junior/middle, and senior high school: Career Awareness Basic Skills (CABS), Career Awareness Laboratories, and Occupational/Placement Specialists.

At the secondary level, the Postsecondary Planning Program is a comprehensive secondary career guidance program that includes all students, grades 8-12. The potential dropout participates in activities to assess their individual aptitudes and interests, to help them narrow their career choices and make realistic decisions about their educational and career plans. Emphasis is placed upon the employability skills essential to acquiring and retaining a job. The eighth grade unit provides the potential dropout with activities which help them to learn more about their values and interests, and to examine their attitudes toward themselves, school, and their range of career options. In the ninth, tenth, eleventh, and twelfth grades, student services personnel continue providing activities to expand decision making for the postsecondary planning program.

ASSIGNMENT OF DROPOUT PREVENTION COORDINATORS

The Dade County Public Schools overall program contact persons for the Dropout Prevention Programs and Alternative Education are:

Dropout Prevention

Mrs. Gwendolyn Jennings Kidney, Executive Director
Division of Student Services
Telephone: 376-1811

Alternative Education

Mr. Russell Wheatley, Executive Director
Alternative Programs/Operations
Telephone: 376-1270

In addition, the district has two Dropout Prevention Program Coordinators, which is in accordance with the Dropout Prevention Act. These positions were established in August, 1984 and are held by:

Mrs. Mary P. Vereen, Coordinator
Department of Dropout Prevention
Telephone: 376-1755

TBA, Coordinator
Department of Dropout Prevention
Telephone: 376-1755

COURSE CODE MODIFICATION PROPOSAL (OPTIONAL)

The Dade County Public Schools will address this issue at the time the need arises and will amend the District Comprehensive Dropout Prevention Plan as specified in the document, DROPOUT PREVENTION: A Manual For Developing Comprehensive Plans.

SECTION III

INDIVIDUAL PROGRAM DESCRIPTIONS

Dropout Retrieval Programs

PROJECT REPO
(RECRUITMENT INTO AN EDUCATIONAL PROGRAM THROUGH OUTREACH)

A. GOALS AND OBJECTIVES

This program is designed to "reclaim" dropouts back into an appropriate educational setting. The major strategy of the program is to provide students who have not completed high school with information and assistance regarding educational programs through which they can re-enter school and earn a diploma or its equivalent.

Goals:

1. To develop and implement a procedure that will serve to identify and locate school dropouts.

2. To develop and implement a plan to recruit dropouts and provide them with educational and vocational options available within the school district.

3. To develop and implement a public awareness campaign and a job placement system for actual dropouts.

Objectives:

1. By the end of the school year, six percent of the dropouts who participate in the program will re-enter the educational system.

2. As a result of a media campaign, at least five percent of interested persons will contact Project REPO regarding educational opportunities.

3. As a result of business/industry's commitment to hire dropouts, two percent of the students who participate in the program will receive jobs.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students who meet the eligibility criteria for Project REPO are:

Those students who, during a school year, are enrolled in a school and leaves the school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution.

C. STUDENT ADMISSION PROCEDURES

The following is an outline of procedures which are utilized for student admission into the program:

1. The school districts' 1986-87 list of dropouts is utilized to identify students.

2. Letters and brochures are mailed, and direct telephone contact is made to communicate with dropouts regarding the educational programs and options that are available in the school district.

3. Those students who respond positively regarding re-entering school, are automatically enrolled into the program.

D. PROGRAM OPERATING PROCEDURES

The program does not operate as a structured model but rather, one which provides services to students. The staff is comprised of a recruitment specialist whose responsibility is to stimulate former students' interest in school and provide them with information regarding educational programs through which they can re-enter school. There is no limit on the number of students to be served. All former students who request participation will be served.

E. QUALIFICATION OF PROGRAM PERSONNEL

One full-time recruitment specialist, who is a certified teacher, has been hired to work out of the district office in the Department of Dropout Prevention. The specialist's main responsibility is to follow-up on students who have dropped out of school and try to return them to an educational setting leading to achieving a high school diploma or its equivalent.

F. STAFF DEVELOPMENT ACTIVITIES

This component is not applicable to the program. However, the recruitment specialist participates regularly in staff development activities regarding student support services that are relative to at-risk students and those students who have dropped out of school. These activities take place several times during the school year.

G. EVALUATION PROCEDURES

The program's effectiveness is determined by the number of actual dropouts who re-enter the educational system. The following procedures are utilized to evaluate the program:

1. A log of recorded information is used to collect data regarding the number of students who re-enter school. The log records reflect the initial date of enrollment of each student into the program.

2. A follow-up is conducted through phone calls and individual conferences.

3. Periodic contacts with parents and/or students provide information regarding students' status in school.

4. At the end of the school year, a final follow-up is conducted to determine the actual number of students who remained in school.

H. PROJECTED BUDGET

One full-time recruitment specialist's salary is budgeted out of the State grant for the Inner-City Dropout Prevention Program.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Letters are developed and mailed to parents of students who have dropped out of school. The letters contain information regarding the educational alternatives and opportunities available for further education. In addition, telephone numbers of the school system's dropout prevention staff are provided to parents in order to answer questions, and to establish a personal communication linkage between the parents and the school system.

The recruitment specialists work with business/industry involves meeting with personnel directors regarding school system educational programs; obtaining the commitment of business industry to distribute literature regarding the school system to dropouts who have been accepted or rejected for employment; securing the commitment of business/industry to hire students who have not received a high school diploma with the understanding that these dropouts will return to some form of education in order to complete high school; utilizing various business/industry billings (the telephone bill) and promotional advertisements (milk carton panels) to communicate with dropouts regarding the school system's educational programs.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students who participate in the program are provided counseling regarding the various educational programs which focus on instruction of employability skills and career awareness. Through the support of business/industry personnel, part-time jobs are provided to students who re-enter school in order to graduate from high school.

K. PROGRAMS INVOLVED

The Recruitment Specialist for Project REPO is housed at the School Board Administration Building.

(A) District/Agency Name: Dade

(B) Program Name: Repo

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Salary for Recruitment Specialist	51,611			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	51,611			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

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OCCUPATIONAL/PLACEMENT SPECIALIST PROGRAM

A. GOALS AND OBJECTIVES

The overall goal of the occupational/placement specialist is to assist students in their understanding of the world of work.

Goals:

1. To make school staff, students, parents, and community aware of occupational specialist services
2. To identify a target group of approximately thirty potential dropouts and implement activities designed to motivate them to remain in school
3. To identify early school leavers (actual) and provide appropriate referrals for further education, job training, employment and/or community based services
4. To administer career assessment instruments and utilize the results to assist students in making realistic career choices
5. To participate in activities designed to stimulate professional growth and development
6. To provide career guidance to individual students
7. To provide relevant information and activities for students, parents, educators, and the community about the nature and scope of vocational and career education
8. To assist in developing and implementing career guidance services and dropout prevention activities
9. To make information concerning public and private vocational and technical programs available to students
10. To utilize the resources of business, industry, and community based organizations to support the concept of career education
11. To utilize the various career information systems to increase students' awareness of career options
12. To provide career guidance activities for exceptional students
13. To provide services to students related to preparing for and obtaining employment
14. To obtain from former vocational students and employers their perceptions of the programs in which students were trained

Objectives:

1. The percentages of target group students who drop out of school will decrease for each school year proportional to the overall dropout rate of the District as measured by districtwide data collection procedures.

2. By the end of the first semester, 65 percent of the students identified as actual no-shows will have had contact with the occupational/placement specialist and/or will have verified, or have received assistance with employment and/or educational placement as evidenced by MIS Form FM 21743, No Show Report.

3. Of the students dropping out during the school year, at least 50 percent will participate in exit interviews with the occupational/placement specialists as evidenced by Activity Report Forms, MIS 21772 and MIS 21420.

4. Of the students dropping out during the school year, at least 50 percent will respond to a telephone survey to determine his/her educational and/or employment needs.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Occupational/placement specialist services are available to all students enrolled in all secondary schools where specialists are assigned.

Students receiving dropout prevention/recovery services will be selected from the District Dropout Prevention Profile, or will have actually dropped out of school.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

Dade County Public Schools' Occupational/Placement Specialist Program is a school-based program. The school principal provides immediate supervision to the specialist. A district level supervisor provides support, technical assistance, inservice training, and general direction for program implementation. Since a substantial portion of the program funding comes from State categorical sources, the district supervisor monitors the specialists' utilization within the schools, to assure compliance with State guidelines.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Occupational/placement specialists must:

1. be at least 21 years of age
2. provide written evidence of full-time, paid employment in business/industry equivalent to a minimum of 6 within the last 12 years
3. provide written evidence of an ability to work effectively with youths
4. meet all other criteria in effect for employment of instructional personnel within the school system

F. STAFF DEVELOPMENT ACTIVITIES

All occupational/placement specialists participate in a monthly inservice program composed of business/industry orientation, instructional/counseling techniques and materials, professional growth, or personal work-related concerns. New specialists, within their first year, are provided with a concentrated orientation/instructional program to make them aware of program and school system expectations, and to provide resources for program implementation.

G. EVALUATION PROCEDURES

A formal evaluation was conducted throughout the 1983-84 school year, by the Dade County Public Schools' Office of Educational Accountability. The results of this study were presented to the School Board in a report, dated November, 1984.

Additionally, each school-based specialist is evaluated annually by the principal as well as by periodic observations made by the district supervisor.

H. PROJECTED BUDGET

Funds are provided by State Student Development Services allocations as well as local school district sources.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

An essential component of the Occupational/Placement Specialist Program is the securing and coordinating of community, business and industry resources services to the schools. Events such as career days, job shadowing, speaker/consultants and job placement, exemplify such involvement. Wherever possible, parents who can fill these roles or participate in these events are utilized. Additionally, frequent use is made of parents as field trip chaperones.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Of all components which characterize the Occupational/Placement Specialist Program, the one which receives the greatest emphasis is employability skills and career awareness activities. Specialists meet with students in individual, small group, and classroom settings to present formal instruction, and events such as career fairs, guest speakers, and field trips are utilized to further reinforce the importance of good employability skills and broad knowledge of career options.

K. PROGRAMS INVOLVED

The Occupational/Placement Specialist program is offered at all 80 secondary schools in Dade County including the alternative schools. (See list of schools on pages 173 and 174 in the Appendix).

(A) District/Agency Name: Dade

(B) Program Name: Occupational Specialist Program

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☐ Budget ☐ Interim Report ☐ Final Report

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
	5130	Occupational/Placement Specialists				
		60 @ $ 28,169.00	$1,690,140.00			
	5130	Occupational/Placement Specialists				
		15@ $ 22,400.00	336,000.00			
	5130	Occupational/Placement Specialists				
		2 @ 22,400.00*	44,800.00			
	5130	Occupational/Placement Specialist				
		1 @ 20,125.00	20,125.00			
	5115	Coordinator/Consultant- 1 @ $53,261	53,261.00			
		Retirement	439,586.84			
		Group Insurance	189,205.00			
		Vista	33,180.00			
	5330	In-County Travel	7,063.00			
	5399	Printing and Duplicating	1,132.00			
	5510	Supplies	5,342.00			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$ 2,819,834.84			
FEDERAL PROGRAMS ONLY		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

*Projected: 1 specialist for J.R.E. Lee Opportunity School, and 1 specialist for Jan Mann Opportunity School.

(12) CERTIFICATION: *(Complete on last page only)*

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Educational Alternative Programs

ACADEMY FOR COMMUNITY EDUCATION
LITTLE HAVANA INSTITUTE

A. GOALS AND OBJECTIVES

Goals:

1. To reduce class size and provide for increased teacher-student interaction

2. To provide on-the-job training through a professional/vocational track program

3. To improve and maintain attendance

4. To modify, in a positive way, the behavior of disruptive students

5. To provide for personal growth and the development of a positive self-concept

6. To raise the grade and performance level of each student, as measured by standardized tests

Objectives:

1. Fifty percent of the students will be working at grade levels as measured by the Stanford Achievement Test administered in June.

2. The truancy rate will show a significant decline over the previous school year's record by five to ten percent.

3. Seventy-five percent or more of the students will be promoted to the next grade.

4. Referrals to the administrative office for inappropriate behavior will be reduced by 20 percent over the previous year.

5. Students will participate, through Student Council, in joint decision-making activities such as lunch privileges, dress code, social activities, etc. (The number and type of activity will be assessed at the end of the school year).

6. Students will demonstrate a 50 percent improvement in completing in-class assignments and homework. (Compared with previous school year by June 1).

7. The number of suspensions, expulsions, and voluntary dropouts will be significantly lower at least 20 percent as compared to the previous school year.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Requires each student to:

1. be in grades nine through twelve
2. have a high rate of absenteeism
3. perform below grade level or below expectations
4. demonstrate a pattern of chronic disruptive behavior
5. be identified as a potential dropout

C. STUDENT ADMISSION PROCEDURES

Placement in Educational Alternative Programs is voluntary and preceded by a parental conference and approval. Students from the traditional school setting who have been unsuccessful, unmotivated, and/or disruptive are referred to these programs by local school administrators.

Both student and parent review rules and conduct expectations, and sign the application. Upon acceptance, students are given a brief orientation and are tested for proper placement. Others apply of their own volition. Prior to acceptance, a parent conference is effected and a follow-up interview is scheduled.

Students leave these programs by voluntary withdrawal or transfer to the home school.

D. PROGRAM OPERATING PROCEDURES

The Educational Alternative Programs are supervised by a director and his staff and support personnel from the Outreach Program. Classes are conducted in a regular school setting with six teachers--one each for mathematics, science, language arts, social studies, basic skills remediation, and writing.

In addition, courses are offered in physical fitness, life management skills, computer literacy, and the vocational/professional track, where students have part-time jobs. Student activities include team sports, dances, field trips, and student government activities.

All students take six classes. Instruction is provided in a regular school setting, with classes being made up of no more than 20 students. Attendance is closely monitored and parent conferences are frequent. All students participate in a daily Token Economy System (TES) to attain special privileges and rewards. Disruptive students receive intensive counseling and are assigned to a special center for a brief period of time.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

All teachers, administrators, and support personnel are fully certified by the State of Florida. Copies of teaching certificates are on file in the district administrative office.

In addition to the regular staff, one counselor is employed to assist students with counseling and behavioral modification programs, and one teacher who directs the vocational/professional track. Interns from Florida International University enrich the regular professional staff.

F. STAFF DEVELOPMENT ACTIVITIES

Inservice training is a continuous process for teachers and staff. Teachers receive regular assistance from department heads and visiting administrators. Training sessions include the less formal, in-house procedures and the more formal Teacher Education Center courses at Florida International University.

Teachers share materials, techniques, and new methodology with fellow teachers in other Outreach Centers.

Teachers are afforded the opportunity to advance in the field of computer literacy and allied programs.

G. EVALUATION PROCEDURES

Students participate in a Token Economy System (TES) which makes students accountable for their achievement and behavior in school. Points are awarded daily in each class for classwork and homework and are deducted for being off task or inappropriate behavior. Weekly records are posted on charts and students receive coupons, shirts, records, special movie tickets, and field trips.

Upon entering the program, student records are reviewed and teachers assess each student's basic skills and abilities. The Gilmore Reading Test and the Metropolitan Achievement Test are utilized. During the regular year, students will be taking State Assessment Tests and the Stanford Achievement Tests.

H. PROJECTED BUDGET

Academic instructors are budgeted for ten months through FTE. Counselors, paraprofessionals, and special teachers are funded by the agencies.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Students are introduced to desirable elements of their community and made to feel a part of the community through:

1. guest speakers for the life management skills program
2. establishing positive relationships with local police resource officers
3. contact and employment with local businessmen and agencies who assist with vocational/professional track
4. parent conferences, visits to the school center, and assisting in school activities
5. field trips to local places of interest
6. interest and participation by the Board of Directors

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students who participate in the professional/vocational track enjoy a career education and preparation program. This program offers a combination of classroom instruction, workshop-type experiences with career-oriented field trips, vocational training, and mini-apprenticeship activities.

Students spend five mornings each week in actual work settings at a vocational school or in college classes. The afternoons are spent in college, career education, and life management classes.

K. PROGRAMS INVOLVED

1. Academy for Community Education
2. Little Havana Institute

(A) District/Agency Name: Dade

(B) Program Name: Academy for Community Education

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Contracted Program	452,270			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	452,270			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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Date: / /

(A) District/Agency Name: Dade

(B) Program Name: Little Havana Institute

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☐ Budget ☐ Interim Report ☐ Final Report
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(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Contracted Program	347,900			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	347,900			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
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EDUCATIONAL ALTERNATIVE OUTREACH PROGRAMS

A. GOALS AND OBJECTIVES

Goals:

1. To improve school attendance
2. To provide a school program which will allow students to maintain regular academic progress and enable them to re-enter the educational mainstream
3. To develop a positive attitude about school and work
4. To build self-esteem and enhance the feeling of self-worth among students
5. To facilitate the ability to make decisions and to accept the responsibility for one's decisions
6. To help students to learn to manage frustration and stress in an acceptable manner

Objectives:

1. Ninety percent of the students will improve their school attendance.

2. Discipline referrals will decrease by 50 percent within four weeks of a student's entry into the program.

3. Eighty percent of the students will re-enter a regular school program.

4. Twenty percent of the students for whom the regular school program is not appropriate will be placed in vocational or adult education programs.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Specific student eligibility criteria requires that students:

1. must be residents of Dade County, Florida, and presently enrolled in a Dade County Public School
2. have been unable to succeed in previous alternative school placements or have been placed in the program by the courts, but should not be placed outside of school without additional education

   (the School Board concludes that no existing school system program offered by it or a cooperating district school board, can adequately provide the appropriate program for these students)

3. have been expelled from all Dade County Public Schools, but have been approved by the School Board for participation in the Work Back Program

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

The programs are a part of the Outreach Program, which is supervised by an executive director and two assistant principals. The Disciplinary Programs operate through contracting agencies. Dade County Public Schools support will be responsible for student registration and student records.

Transportation, food services, and textbooks will be provided by Dade County Public Schools. Academic instruction will include language arts, mathematics, science, social studies, and physical education.

Students who have been classified as exceptional will receive the services of an itinerant exceptional student education teacher. Regular contact between the program and the parent/guardian will be maintained by the program. Students will participate in the standardized testing program of the Dade County Public Schools.

Emphasis will be placed on survival skills, values clarification, goal setting, and the achievement of socially acceptable behavior patterns. A work-study program will be an option for those students for whom it is appropriate.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Academic instruction is provided by teachers certified by the State of Florida. A teacher who is certified in exceptional student education will serve those students who have been staffed as exceptional.

A coordinator for the program will be employed by the contracting agency.

F. STAFF DEVELOPMENT ACTIVITIES

Teachers in the Disciplinary Programs participate, or have the option to participate in:

1. district meetings
2. summer inservice training institutes
3. inservice activities provided by the Teacher Education Center
4. state conferences
5. post-graduate courses

G. EVALUATION PROCEDURES

Work folders are maintained for all students. Academic tests are administered on a regular basis.

Students participate in the Stanford Achievement Test program and in the Florida Statewide Student Assessment Test program.

H. PROJECTED BUDGET

Teachers are budgeted through FTE generated funds.

I. PARENT/COMMUNITY/BUSINESS/INVOLVEMENT ACTIVITIES

Parent-student conferences are requested upon the entry of all new students.

Open house activities are held at night to enable working parents to attend. Parents are contacted when students are absent.

Students participate in activities sponsored by area organizations.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Members of the business community are used as resources to provide information on various occupations.

Employability skills are taught as a part of language arts and mathematics instruction, or as a separate course.

On-the-job training opportunities will be provided for qualified students.

K. PROGRAMS INVOLVED

1. Roving Leaders Alternative Program
2. Richmond-Perrine Optimist Alternative Program

(A) District/Agency Name DADE

(B) Program Name Educational Alternative Outreach

(C) Effective Approval Date _____

(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(E) District/Agency Number 13

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(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Contracts	$195,000.			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$195,000.			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: (Complete on last page only)

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ALPHA PROGRAM
(A LEARNING PLACE FOR HIGH ACHIEVERS)

A. GOALS AND OBJECTIVES

The ALPHA Program is part of the prevention/education and intervention/identification components which provides "high risk" students an educational program, individual counseling, tutoring, and family counseling for students in grade 3-6. The program is is implemented at Charles R. Drew and Holmes Elementary Schools.

Goals:

The main goal of the ALPHA Program is to provide an intensive preventive/early intervention program for "high risk" students to enable them to work up to their full potential at their regular school, and to open lines of communication at home.

Objectives:

1. Forty percent of the students will show a 50 percent improvement in a pre- and post-evaluation of academic achievement.

2. Ten percent of the students will attend five after school tutorial sessions when needed.

3. One hundred percent of the students will attend one counseling session each week they are in the program.

4. One hundred percent of the parents will be involved in one direct school contact each week their child is in the program.

5. ALPHA staff will conduct eight follow-up surveys measuring student attitudes and peer interaction for one semester.

6. Thirty percent of the parents will attend one parental group meeting while their child is attending the program.

7. One hundred percent of the teachers and parents of students will take the Burks' Behavior Rating as a pre- and post-evaluation of child behavior.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

This program is for students enrolled in Charles R. Drew and Holmes Elementary Schools, between the ages of 8 to 12 years and in grades 3-6, who are unable to function in the classroom to the extent that the learning process is impaired. They must exhibit one or more of the following characteristics: uncontrollable emotional tension and an inability to withstand the stimulation of a regular classroom, explosive behavior, inappropriate peer and/or adult interaction, difficulty coping with social situations, and/or maladaptive behavior.

C. **STUDENT ADMISSION PROCEDURES**

Services are available to all students and their parents/guardians.

D. **PROGRAM OPERATING PROCEDURES**

The program serves 20 to 30 students in grades 3-6 in each of two 18-week cycles. Each teacher provides the educational program to 10-15 students. Counselors from the Family Health Center, Inc., work with parents through home visits, conferences, and parenting workshops. Follow-up guidance services are provided to the students during summer school by the staff from the Family Health Center, Inc. Academic evaluations, conducted by the classroom teacher, have indicated that a success rate of 75 to 80 percent is achieved by students in completing their required classwork and in exhibiting appropriate behavior.

E. **QUALIFICATIONS OF PROGRAM PERSONNEL**

The classes and counseling sessions are conducted by certified teachers and counselors.

F. **STAFF DEVELOPMENT ACTIVITIES**

To support the effective implementation of the program, each regular classroom teacher whose students attend ALPHA will participate in inservice training, afternoon teachers' meetings, and workshops (when necessary).

G. **EVALUATION PROCEDURES**

Administrator, teacher, parent, and student assessments of the ALPHA Program are done through interviews, pre- and post-tests, and written surveys.

H. **PROJECTED BUDGET**

The program is currently funded jointly by Dade County Public Schools and Health and Rehabilitative Services.

I. **PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES**

The ALPHA staff encourages parent involvement through parent training, school meetings, programs, activity days, school contact/counselor sessions, and evaluation sessions.

Social service agencies and community centers provide additional community-based services to ALPHA students and their parents, as needed.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Not applicable to this program.

K. PROGRAMS INVOLVED

1. Charles R. Drew Elementary School
2. Holmes Elementary School

(A) District/Agency Name: Dade

(B) Program Name: ALPHA

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		HRS/DCPS provided for Personnel	145,837			
		Salaries	65,796			
		Non-Salaries	500			
		Supplies	351			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	212,484			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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STUDENT AT RISK PROGRAM
TRANSITIONAL SKILLS PROGRAM
SPECIAL ADJUSTMENT PROGRAM

A. GOALS AND OBJECTIVES

Goals:

1. To improve and maintain student attendance
2. To raise the grade and performance levels of each student, as measured by standardized tests
3. To modify, in a positive way, the behavior of disruptive students
4. To provide an atmosphere that fosters personal growth and the development of self-respect
5. To support vocational endeavors in after-school programs
6. To develop a positive attitude about school
7. To provide intensive counseling services for students and parents

Objectives:

1. By the end of the school year, 70 percent of the students in the program will have improved their attendance over the previous year.
2. Seventy percent of the students will be working at grade level, as measured by end of year standardized achievement test.
3. Referral of students to administration for discipline will be reduced by 80 percent in the elementary program and 60 percent in the secondary program.
4. At the end of the year, 70 percent of the students enrolled will be promoted to a higher level.
5. By the end of the school year, 100 percent of enrolled students will have received intensive counseling.
6. At least 70 percent of enrolled students will have improved attitudes by the end of the school year.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students in the Transitional Skills Program are drawn from grades 1 through 6. Students in the special adjustment class of the Students At Risk Program (SARP), come from grades 3 and 5, and 8 and 10.

In both programs, students enrolled are those who:

1. have a high rate of absenteeism
2. are performing below both grade level and expectations
3. exhibit persistent unacceptable behavior
4. have been identified as potential dropouts

Exit Criteria:

1. Students enrolled in the SARP are returned to the regular program after one to nine weeks, if goals and objectives have been met satisfactorily.

2. Students in the Transitional Skills Class are:

   a. promoted to the regular class program on a trial basis upon recommendation of the classroom teacher and concurrence by the Child Study Team, or

   b. remain in the program for one year and are promoted with the regular class if progress is sufficient.

C. STUDENTS ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

The SARP and Transitional Skills Program are directly under the supervision of the principal of the participating school.

The secondary instructional program is provided in a regular school setting, the student/teacher ratio no greater than 14:1. Counseling is provided. Attendance is monitored closely, and parental conferences are frequent. In addition, there are six teachers, assigned to each of the eight schools, students receive regular required curriculum course offerings (mathematics, science, language arts, physical education, and two electives as well as individual counseling, job placement services, and assistance with course selection. Each teacher is assigned to four classes per day.

In elementary schools, one teacher and one aide are assigned to a special-adjustment classroom.

Students are assigned by their regular classroom teacher to the special-adjustment classroom for individual and specialized assistance.

The special-adjustment teacher provides individual counseling services. In addition, incentives such as toys, games, video machines, and food are provided in connection with behavioral modification programs.

Students are assigned to the elementary program for one to nine weeks.

If a student is assigned for more than six weeks, a psychological evaluation is conducted, as recommended by the Child Study Team.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Besides certification in the subject area assigned, each teacher must either be certified in guidance and counseling or working towards certification.

F. STAFF DEVELOPMENT ACTIVITIES

Staff development activities are included in the comprehensive plan of the district dropout prevention program.

G. EVALUATION PROCEDURES

Charts delineating the progress of each student, both elementary and secondary, are kept by the teacher and are reviewed individually at the end of each week.

Students in grades 3 and 5 are given the State Student Assessment Test. Those in grades 1 through 6 are given the Stanford Achievement Test.

In grades 8 and 10, students are administered the State Student Assessment Test also, and are offered the opportunity to take the Preliminary Scholastic Aptitude Test. In grade 10, students may choose to take the American College Test and/or the Scholastic Aptitude Test.

H. PROJECTED BUDGET

The secondary SARP generates approximately $232,000 in FTE in each school where the program is operated. This is enough to fund six teachers and provide for materials and supplies.

Each special-adjustment class generates approximately $43,500, enough to fund one teacher, one teacher aide, and provides for materials, equipment, and supplies.

Each Transitional Skills Class of 15 students generates approximately $42,724, which funds one teacher, one teacher aide, and provides for materials, equipment, and supplies.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Parents are asked to become actively involved in their child's education. They participate in individual and group counseling

sessions, open house, field trips, and student birthday parties.

Speakers from the community, including the state attorney, assistant county manager, professional and college sports figures, military personnel, and people active in local communications media, visit to make presentations.

Businesses in the area have cooperated in giving jobs to eighth and tenth grade students as part of the vocational program.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Occupational skills training and employability skills instruction are provided by classroom teachers. Traveling career labs are utilized with elementary students. Secondary students attend the annual Career Fair.

Students who have been placed in after-school jobs receive additional training through their employers.

K. PROGRAMS INVOLVED

Student At Risk Program

Allapattah Junior
Cutler Ridge Junior
Homestead Middle
John F. Kennedy Junior
Lake Stevens Junior
Miami Springs Junior
Shenandoah Junior
Booker T. Washington Junior

Elementary Special-Adjustment Class

Allapattah Elementary
Caribbean Elementary
Dunbar Elementary
DuPuis Elementary
Golden Glades Elementary
Pine Villa Elementary
Seminole Elementary
West Little River Elementary

Transitional Skills Class

Lillie C. Evans Elementary
Fulford Elementary
Miami Gardens Elementary
Naranja Elementary
Kelsey L. Pharr Elementary
Riverside Elementary
F. S. Tucker Elementary

(A) District/Agency Name: Dade

(B) Program Name: Student at Risk/Trans. Skills/Special Adjustment

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Personnel (66 teachers)	1,980,000			
		Personnel (18 aides)	270,000			
		Materials	22,750			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	2,272,750			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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VOCATIONAL INTERDISCIPLINARY PROGRAM (VIP)
ROBERT MORGAN VOCATIONAL TECHNICAL INSTITUTE

A. GOALS AND OBJECTIVES

Goals:

1. To develop a positive attitude about school and work

2. To develop student knowledge, skills, and attitudes

3. To develop vocational skills training correlated with employability skills instruction and providing on-the-job training in business and industrial establishments

Objectives:

1. The annual dropout rate among students participating in the Vocational Interdisciplinary Program (VIP) will be no greater than that of the entire school district as measured by districtwide data collection procedures.

2. By the end of the school year, 80 percent of the students will be able to successfully master 70 percent of the required student performance standards for academic and Life Management Skills courses.

3. By the end of the school year, 70 percent of the VIP students will return to Robert Morgan Vocational Technical Institute as shared-time students.

4. By the end of the school year, 70 percent of the students will have participated in a vocational work study program.

5. By the end of the school year, at least 60 percent of the students will be eligible for job placement and follow-up activities at the completion of the program.

6. When compared to the previous school year, the VIP students grade point averages will be higher.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

The following selection criteria are to be used in recruiting, selecting, and identifying students for entrance into the program:

1. The student must be a tenth grader having completed all ninth grade requirements.

2. Parent and student permission and commitment to the program are necessary.

3. Students must have a stanine of three or above on the Stanford Achievement Test in mathematics and reading.

4. Students must be evaluated to determine vocational aptitudes and interests.

5. Students must possess or obtain a social security card.

6. Students must express a desire for vocational skills, on-the-job training and job placement.

7. Parent must attend conferences at the school.

8. Students must exhibit a willingness to abide by school rules.

Exit Criteria:

1. Parent permission and administrative approval are needed for students to leave the one year program for a shared-time program or to return to their home school.

2. Students will be returned to their home school at the end of the semester under the following conditions:

   a. Failure to participate in the academic instructional program.
   b. Repeated or serious violation of school rules.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

The program is under the direct supervision of the principal of the Robert Morgan Vocational Technical Institute (RMVTI). The Office of Vocational, Adult, and Community Education is responsible for providing technical assistance to the principal and staff of RMVTI. The Department of Dropout Prevention is responsible for assisting in the articulation between home schools and RMVTI, recruitment and initial screening of potential enrollees, holding periodic meetings with parents/guardians of program participants, and working with counselors and administrators at RMVTI. They also serve as a liaison between RMVTI and the feeder schools.

Academic course-work, which includes English, mathematics, science, social studies, life management skills, and vocational instruction will be provided by the Robert Morgan Vocational Technical Institute. Students will be transported to RMVTI for this instruction. Employability skills instruction will also be provided.

Vocational skills training will be provided by vocational instructors.

Students may be enrolled into programs, such programs as: auto mechanics, auto body repair, business education, cooking and baking, cosmotology, welding, upholstery, and health occupations. Additional courses may be available, contingent upon demonstrated need. Students showing satisfactory progress and demonstrating the ability may be scheduled into an on-the-job training assignment, supervised by a certified vocational instructor.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Vocational skills instruction will be provided by FTE generated vocational instructors. Academic instructors are employed to teach English, mathematics, science, social studies, and life management skills. These positions are allocated according to the alternative education staffing ratio.

Two teachers assistants will be employed to assist both the vocational and academic instructors in providing individual assistance to the students.

A job developer/recruiter is employed through project funds. The job developer recruits students, develops job training sites, arranges training schedules, approves training agencies, assists students in developing training plans, and monitors job training activities in cooperation with the employer.

One full-time vocational counselor is assigned to counsel with students and parents/guardians. The counselor explains the program, provides assistance in making a transition from an academic program to a vocational skills training program, and assists in on-the-job training activities. The counselor provides intensive counseling services to both students and to the parent/guardian. This position is paid from project funds, through a state grant to the school system.

One full-time secretary II, pay grade 15, is employed to maintain student records, project documents, student instructional work, on-the-job training plans, and student agreements. The secretary also assists in the Guidance Department.

F. STAFF DEVELOPMENT ACTIVITIES

1. Inservice training is provided for the academic teachers and the vocational department head of the program.

2. Tips on classroom management, teaching techniques, and activities that encourage positive responses are provided.

G. EVALUATION PROCEDURES

Progress charts are kept on each participant in their assigned vocational class and reviewed with the student weekly. Tutorial

and group counseling sessions are scheduled tri-weekly, depending upon the student's lack of academic progress and inconsistent attendance. The Quality of School Life Scale is administered to measure the attitudes of VIP participants towards school life. Other tests administered are: Interest Inventory, Test for Adult Basic Education, and the Armed Services Vocational Aptitude Battery.

H. PROJECTED BUDGET

The program employees five academic instructors budgeted for ten months through FTE.

The job developer, counselor, clerk or secretary are funded through a state grant for the Inner City Dropout Prevention Program totaling $200,000.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

A Parent/Teacher Association for VIP students has been established. The counselor, educational specialist, and other staff members meet with parents to inform them about the nature of the program. Individual conferences are held as the need arises. Parent permission forms are on file. In addition, parents are contacted each day a student is absent.

Community businesses have exhibited positive attitudes and the commitment to hiring VIP participants. The job developer meets once a month with the Alliance for Career Education for the purpose of promoting careers with business and industry.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The program includes academic instruction, Life Management Skills, English, mathematics, science, and social studies. Occupational skills training and employability skills instruction are provided by existing vocational instructors. On-the-job training opportunities are provided for those students who successfully complete the vocational skills training course. Those students are placed into an on-the-job training activity with business and industrial establishments, and receive assistance from the job developer/recruiter in developing job training plans.

K. PROGRAMS INVOLVED

Robert Morgan Vocational Technical Institute

(A) District/Agency Name: Dade

(B) Program Name: VIP-Morgan

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Salaries for Program Personnel.	200,000			
			- Repo			
			?			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	200,000			
		(9) REIMBURSEMENT PERCENT	- Repo %	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS	?			
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

55

(12) CERTIFICATION: *(Complete on last page only)*

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LEARNING AND EARNING FOR AN AGRIBUSINESS FUTURE (LEAF)
MIAMI AGRICULTURAL SCHOOL

A. GOALS AND OBJECTIVES

Goals:

1. To develop a positive attitude about school and work
2. To develop student knowledge, skills and attitude
3. To develop horticultural/animal care skills training, correlated with employability skills instruction
4. To provide on-the-job training in business and industrial establishments

Objectives:

1. The annual dropout rate among students participating in the LEAF program will be no greater than that of the entire school district, as measured by districtwide data collection procedures.

2. By the end of the school year, 80 percent of the students will be able to successfully master 70 percent of the required academic and life management skills courses.

3. By the end of the school year, 70 percent of the LEAF students will return to Miami Agricultural School as shared-time students.

4. The LEAF program will provide access to a horticultural work study program for 100 percent of those students identified by project counseling staff.

5. The LEAF program will provide intensive counseling services for 100 percent of the students and parents/guardians regarding all aspects of the program.

6. Job placement and follow-up activities will be provided for 50 percent of LEAF program participants. Students who complete the horticultural program will receive the same.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

The following criteria are used in recruiting, selecting, and identifying students who meet the selection criteria for entrance into the program:

1. The student must be a tenth grader who has completed all ninth grade requirements.

2. Parent and student permission and commitment to the program are necessary.

3. Students must have a stanine of three or above on the Stanford Achievement Test in mathematics and reading.

4. All students must be evaluated to determine aptitudes and interests.

5. Students must possess or obtain a social security card.

6. Students must demonstrate a need for vocational skills, on-the-job training, and job placement.

7. On-site parental conferences are required.

8. Students must be willing to abide by school rules.

Exit Criteria:

1. Parent permission and administrative approval are needed for students to leave the project for a shared-time program or to return to their home school.

2. Students will be returned to their home school at the end of the semester under the following conditions:

   a. Failure to participate in the academic instruction program.
   b. Repeated or serious violation of school rules.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

The program is under the direct supervision of the principal of the Miami Agricultural School (MAS). The Office of Vocational, Adult, and Community Education is responsible for providing technical assistance to the principal and staff of MAS. The Department of Dropout Prevention is responsible for assisting in articulation between home schools and MAS, recruitment and initial screening of potential enrollees, holding periodic meetings with parents/guardians or program participants, and working with counselors and administrators at MAS. They also serve as liaison between MAS and the feeder schools.

Academic coursework, which includes English, mathematics, science, life management skills, and horticultural/animal care instruction, is provided by the Miami Agricultural School. Students are transported to MAS for this instruction. Employability skills instruction is also provided.

Students may be enrolled in programs such as ornamental horticulture and animal production. Additional courses are available contingent upon demonstrated need. Students showing satisfactory progress and

demonstrating the ability, may be scheduled into an on-the-job training assignment supervised by a certified instructor.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Personnel assigned to special center school programs must meet the requirements of Dade County Public Schools. This program also generates FTE. Special academic instructors are assigned to teach English, mathematics, science, social studies, and life management skills to those selected students who are enrolled for one year. These positions are allocated at the alternative education staffing ratio.

One teacher assistant is employed to assist both the specialized teacher and the academic instructors in providing individual assistance to the students.

A job developer/recruiter is provided through project funds. This person recruits students, develops job training sites, arranges training schedules, approves training agencies, assists students in developing training plans, and monitors job training activities in cooperation with the employer.

One full-time counselor is assigned to counsel with students and parents/guardians. The counselor explains the program, provides assistance in making a transition from an academic program to a horticultural/animal care skills training activity. This counselor provides intensive counseling services to both students and to the parent/guardian. This position is paid from project funds.

One full-time secretary II, pay grade 15, is employed to maintain student records, project documents, student instructional work, on-the-job training plans and student agreements. This secretary also serves as secretary in the Guidance Department.

F. STAFF DEVELOPMENT ACTIVITIES

1. Inservice training for the academic teachers and specialized teachers is provided.

2. Tips on classroom management, teaching techniques, and activities that encourage positive responses are provided.

G. EVALUATION PROCEDURES

Progress charts are kept on each participant in their assigned classes and reviewed with the student weekly. Tutorial and group counseling sessions are scheduled according to the lack of academic progress and inconsistent attendance. The Quality of School Life Scale is administered to measure the attitudes of LEAF participants towards school life. Other tests administered are: Interest Inventory,

Test for Adult Basic Education, and the Armed Services Vocational Aptitude Battery.

H. PROJECTED BUDGET

Three academic instructors are budgeted for 10 months through Part I of the budget.

A job developer, counselor, and clerk are funded through project funds.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

A Parent/Teacher Association for LEAF students was established. A full-time counselor, an educational specialist, and other staff members meet with parents to inform parents about the nature of the project. Individual conferences are held as the need arises. Parent permission forms are on file. Parents are contacted each day if a student is absent.

Community businesses have exhibited positive attitudes and commitment to hiring LEAF participants. The job developer meets once a month with the Alliance for Career Education for the purpose of promoting careers with business and industry.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The project includes academic instruction in life management skills, English, mathematics, and science. Occupational skills training and employability skills instruction are provided by existing instructors. On-the-job training opportunities will be provided for those students successfully completing the horticultural/animal care skills training course. Those students placed into an on-the-job training activity with business and industrial establishments receive assistance from the job developer/recruiter in developing job training plans.

K. PROGRAMS INVOLVED

Miami Agricultural School

(A) District/Agency Name: Dade

(B) Program Name: LEAF-Miami Agricultural

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

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(E) District/Agency Number: 13

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(H) Total Project Dollars: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		4 teachers	120,000			
		1 counselor	40,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	160,000			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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VOCATIONAL INTERDISCIPLINARY PROGRAM (VIP)
(PROPOSED FOR MIAMI LAKES TECHNICAL EDUCATION CENTER)

A. GOALS AND OBJECTIVES

Goals:

1. To develop a positive attitude about school and work
2. To develop student knowledge, skills, and attitudes
3. To develop vocational skills training correlated with employability skills and instruction
4. To provide on-the-job training in business and industrial establishments

Objectives:

1. To identify at least 10 percent of the students who recently dropped out of school, who are 16 years of age and over, back into an educational setting.

2. To provide a means for directing at least 20 percent of the high school students who have been identified as potential dropouts into an appropriate vocational program.

3. Sixty-five percent of the students will improve in the basic skills as compared to the pre- and post-evaluation.

4. Seventy-five percent of the students participating in the computer-assisted remedial basic skills and study skills program will show academic improvement.

5. Eighty-five percent of the students with quality vocational training will qualify for entry into an occupation where they can expect to experience success upon completion of the program.

6. By the end of the school year, 85 percent of the students will benefit from extensive employability skills training.

7. By the end of the school year, 95 percent of the students will be placed on an appropriate job during and after they have completed their vocational training.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

The following criteria are used in recruiting, selecting, and identifying students who meet the selection criteria for entrance into the program:

1. The student must be a tenth grader who has completed all ninth grade requirements.

2. Parent and student permission and commitment to the program are necessary.

3. Students must have a stanine of three or above on the Stanford Achievement Test in mathematics and reading.

4. All students must be evaluated to determine vocational aptitudes and interests.

5. Students must possess or obtain a social security card.

6. Students must demonstrate a need for vocational skills, on-the-job training, and job placement.

7. On-site parental conferences are required.

8. Students must be willing to abide by school rules.

Exit Criteria:

1. Parent permission and administrative approval are needed for students to leave the project for a shared-time program or to return to their home school.

2. Students will be returned to their home school at the end of the semester under the following conditions:

   a. Failure to participate in the academic or vocational instructional program.

   b. Failure to wear uniforms or appropriate attire.

   c. Repeated or serious violation of school rules.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

The program is under the direct supervision of the principal of the Miami Lakes Technical Education Center (MLTEC). The Office of Vocational, Adult, and Community Education will be responsible for providing technical assistance to the principal and staff of MLTEC. The Department of Dropout Prevention is responsible for assisting in articulation between home schools and MLTEC, recruitment and initial screening of potential enrollees, holding periodic meetings with parents/guardians or program participants, and working with counselors and administrators at MLTEC. They also serve as liaison between MLTEC and the feeder schools.

Academic coursework, which includes English, mathematics, science, life management skills, and vocational instruction, is provided by the Miami Lakes Technical Education Center. Students are transported to MLTEC for this instruction. Employability skills instruction is also provided.

Vocational skills training is provided by vocational instructors. Students may be enrolled in programs such as, but not limited to: auto mechanics, auto body repair, business education, cooking and baking, printing, welding, and upholstery. Additional courses are available contingent upon demonstrated need. Students showing satisfactory progress and demonstrating the ability, may be scheduled into an on-the-job training assignment supervised by a certified vocational instructor.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Vocational skills instruction is provided by FTE generated vocational instructors. Academic instructors will be employed to teach English, mathematics, and life management skills. These positions are allocated at the alternative education staffing ratio.

One teacher assistant is employed to assist both the vocational and academic instructors in providing individual assistance to the students.

A job developer/recruiter is provided through project funds. This person recruits students, develops job training sites, arranges training schedules, approves training agencies, assists students in developing training plans, and monitors job training activities in cooperation with the employer.

One full-time vocational counselor is assigned to counsel with students and parents/guardians. The counselor explains the program, provides assistance in making a transition from an academic program to a vocational skills training activity. This counselor provides intensive counseling services to both students and to the parent/guardian. This position is paid from project funds.

One full-time secretary II, pay grade 15, is employed to maintain student records, project documents, student instructional work, on-the-job training plans, and student agreements. This secretary also serves assists in the Guidance Department.

F. STAFF DEVELOPMENT ACTIVITIES

1. An inservice training is conducted for program academic teachers and vocational department heads.

2. Classroom tips, techniques, and activities that would encourage positive response are provided.

G. EVALUATION PROCEDURES

Progress charts are kept on each participant in their assigned vocational class and reviewed with the student weekly. Tutorial and group counseling sessions are scheduled tri-weekly according to the lack of academic progress and inconsistent attendance. The Quality of School Life Scale is administered to measure the attitudes of VIP participants towards school life. Other tests administered are: Interest Inventory, Test for Adult Basic Education, and the Armed Services Vocational Aptitude Battery Test.

H. PROJECTED BUDGET

The VIP Program will need the following: four Lab instructors budgeted for 12 months, one educational specialist/Lab manager, two teacher assistants, one secretary, one counselor, and one recruiter/placement follow-up specialist. Projected funds will come from FTE sources.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

A full-time counselor, educational specialist, and other staff members work with parents through area schools to inform them about the project. Individual conferences will be held as the need arises.

Staff works cooperatively with business, industry, and program advisory committee in the placement of VIP students. The job developer attends meetings once a month with the Alliance for Career Education for the purpose of promoting careers with business and industry.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The project includes academic instruction in life management skills, English, mathematics, and science. Occupational skills training and employability skills instruction are provided by existing vocational instructors. On-the-job training opportunities will be provided for those students successfully completing the vocational skills training course. Those students placed into an on-the-job training activity with business and industrial establishments receive assistance from the job developer/recruiter in developing job training plans.

K. PROGRAMS INVOLVED

If the proposed plan is approved, this program will be housed at Miami Lakes Technical Education Center.

(A) District/Agency Name: Dade

(B) Program Name: VIP- MLTEC

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No.	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Salaries for Program Personnel				
		(Proposal)	200,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	200,000			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11)		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

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Date: / /

Teenage Parent Programs

CONTINUING OPPORTUNITIES FOR PURPOSEFUL EDUCATION
COPE CENTERS NORTH AND SOUTH

A. GOALS AND OBJECTIVES

Goals:

1. To continue the pregnant student's or parent's educational program that is designed to meet the student's needs

2. To monitor health care through a comprehensive medical program -- prenatal, post-partum, and wellness program on and off the school site

3. To provide each student with guidance and counseling in areas of academics, social and personal, vocational, and career awareness

4. To offer vocational experiences in the areas of home and family living, vocational business education, and health occupations

5. To return the student to the sending school and assist with appropriate placement, both academic and vocational

6. To intervene in the cycle of generations of illegitimate births in order to prevent the students from becoming repeaters before graduating from high school or its equivalent (family planning)

7. To instruct students in care of infants and parenting skills

8. To improve family relationships between the student and the family through individual and group counseling, as related to specific problems around relationships, pregnancy, and preparation for parenthood

9. To activate follow-up for students

Objectives:

1. Seventy-five percent of the students will maintain consistent attendance with all absences verified as medical appointments or other permissible excuses, such as illness of infant.

2. One hundred percent of the students will receive appropriate prenatal and post-partum medical care, as verified by the Public Health clinics and/or private physicians.

3. As a result of intensive guidance and counseling services, 100 percent of the students will improve in the areas of academics, social and personal skills, vocational and career awareness experiences.

4. Ninety percent of the students will be returned to the feeder

school, will have graduated at the end of the school year, or referred to alternative programs.

5. Seventy percent of the students (mothers and fathers of the child) will have been scheduled for family counseling.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Eligibility criteria are as follows:

1. A pregnant student or school-age parent who is enrolled in a Dade County public or private school (grades 6-12) is eligible for admission.

2. A school-age parent requesting initial enrollment, continued enrollment, or re-enrollment due to child care problems or specialized curriculum needs is eligible for admission.

C. STUDENT ADMISSION PROCEDURES

1. A referral is initiated by the student's home school. A written request or referral form the feeder school or agency will be required for school-age parents requesting initial enrollment or re-enrollment to the program.

2. Medical confirmation of pregnancy is required with the physician's written confirmation to include a list of reservations regarding the patient's health.

3. Admission to the COPE Centers is voluntary following a conference with student, parent(s) and/or surrogate during which guidelines for the Centers are communicated and clarified prior to actual enrollment. Parental consent is required for dissemination of family planning information.

4. Notification of admission to the COPE Centers is sent to the home school and a request is made for immediate student transfer information. Withdrawal grades are required prior to student scheduling.

5. Upon acceptance into the COPE program when a vacancy occurs, bus transportation will be provided for the student and infant, as necessary.

D. PROGRAM OPERATING PROCEDURES

The COPE Centers are housed in church facilities. The schools are organized with homeroom, grade-level teachers serving as teacher-advisors or "significant others." The homeroom teacher monitors attendance, academic performance, and conduct and behavior of students. These concerns are shared with the school counselor,

the school nurse, and the administration. The school's schedule consists of six, 60-minute classes. One day a week, shortened periods result in a seven-period day which provides enrichment activities such as group counseling, tutorial sessions, assemblies, and club meetings.

The curriculum follows State guidelines and the Dade County Public Schools Pupil Progression Plan, which enables students to be promoted to the next grade and/or to graduate. Even though students usually follow prescribed courses, teachers find it necessary to modify instruction to meet the needs of the students. Results from pre- and post-tests in subject areas and standardized tests determine levels of instruction. Basic skills standards are taught in all courses. Each teacher assumes responsibility for reading and writing skills and integrates the mathematics skills in the content areas.

Students are provided "At Home Paks" and make-up work while on maternity leave. These paks are related practical-experiences of the student and the infant's development. Basic learning skills stress observations, critical thinking, decision-making, and oral communication.

Students' success in academic classes are insured because learning objectives and activities are evaluated daily. Also, class size is maintained at a ration of 1:18.

All students are scheduled into health education, which is taught by a registered nurse. Instruction covers prenatal and post-partum care, nutrition, and family planning. Each student has the opportunity to prepare for labor and delivery through proper exercise classes, film presentations, and discussion groups. All health problems are monitored by the teacher who consults with the local health clinics and doctors regarding the students.

The health educator keeps a record of student's health problems, maternal complications, delivery of infant and its weight, infant complications, and other problems. The nurse serves as a resource person in the community, to churches, and feeder schools.

The health education program provides vocational training in nurse's aide, or practical health care, and also exposes students to vocational opportunities, and careers available for employment. The teacher serves as a personal counselor to the girls, boyfriends, spouses, and parents.

Consultants and college nursing students from the health field are used as volunteers and resource persons. The University of Miami, Florida International University, Miami Dade Community College, and Jackson Memorial Hospital are institutions volunteering educational, vocational, and medical services to COPE Centers.

Vocational home economics covers the areas of infant care, parenting skills, and child development. Also, practical homemaking skills are shared with students scheduled into the classes. These students get hands-on experiences in sewing, cooking, foods, and nutrition and child care. The Vocational Home Economics Department participates yearly in the Dade County Youth Fair with products constructed in sewing and crafts classes.

The infant care program is designed to share information and skills with the grandparents and the child's father. Special activities are structured for this purpose. Usually, an infant is housed in the nursery for only three months, due to limited space. Exceptions are made due to unusual circumstances wherein a student has baby-sitting problems or lacks skills in caring for the baby or the baby's health conditions.

The nursery is used as a laboratory for teaching students how to care for their infants, how to read and talk to their infants. Specific emphasis is placed upon bonding of the baby and proper relationship between mother, child, and father.

Consultants and volunteers are utilized in the program. COPE Center South provides 50 hours of on-site training for the child care students at Robert Morgan Vocational Technical Institute. Vocational opportunities and training in child care provide the student with employment information and job possibilities.

Vocational business education is available to all students. It is required as an elective for most students. The courses offered students in typing, office procedures, shorthand, word processing, and microcomputer training help to prepare the students for employment during and after graduation. Business education teachers provide career-oriented information to the student and conduct follow-up of the graduates (a mandated policy by the State Department of Education). Students returning to the home schools are scheduled into business classes with the intent that students continue to become program completers.

Individualized instruction in these classes results in better participation and high competency.

Students are scheduled appropriately into required classes and given the option of electives, according to interest. The enrollment allows for individualized counseling, parental contacts, and peer and group counseling. The counselor is responsible for the assessment program as prescribed by the County and the State. Students are prepared for testing, careers, and academic planning. Follow-up of students is maintained through student services and vocational teachers.

A linkage between health services and social service welfare agencies is established and consultants and resource persons are scheduled by request or referral.

Volunteer counseling sessions in the areas of peer counseling, family planning, postponing sexual involvement and student self-awareness and self-esteem are scheduled weekly during the enrichment period These volunteers and services are screened and are under the supervision of the principal and the counselor.

Parental contacts are made during the initial enrollment of the students and/or by referral at a later date. A Parent/Teacher/Student Association and/or advisory council hold scheduled meetings throughout the school year. The advisory council is composed of agencies, school resource persons, parents, former students, and student representatives.

Community involvement and support are available through Miami Dade Community College, fraternities and sororities, community clubs, businesses, and the Human Resources Center.

The United States Small Business Administration is COPE Center South's Dade Partner and prepares the students for self-employment and self-help activities through an entrepreneurship training program.

Sigma Gamma Rho, Beta Tau Zeta Sorority and Delta Sigma Theta Sorority work with students in infant care and pregnancy prevention. The involvement of the community and agencies helps to maintain the uniqueness of the COPE Centers.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

The faculties of the COPE Centers are properly certified teachers in the areas of English, mathematics, science, social studies, art, guidance and counseling, health, vocational home economics, vocational business education, and vocational health occupations. The instructional staffs include full-time aides and part-time aides. The non-instructional staffs include secretaries, clerks, food service workers, custodians, and security monitors.

F. STAFF DEVELOPMENT ACTIVITIES

The faculty is provided staff development through the district's alternative education department, county subject area supervisors, and COPE's scheduled faculty or special area meetings. The alternative education department staff covers areas of discipline and behavior, cooperative learning and strategies of instruction. Subject area consultants assist with on-site teaching and instruction, implementation of Chapter I, and remediation skills in reading and mathematics.

The Centers provide orientation for specialized needs, such as assertive discipline, improvement of teaching and learning skills, and test construction skills. Additional staff development is provided in the areas of utilization of volunteers and community services.

G. EVALUATION PROCEDURES

1. Attendance records of all students are monitored by the attendance clerk to ascertain achievement of a 75 percent rate of consistent attendance for the students with all permissible absences verified.

2. The health education teacher with the assistance of the attendance clerk will verify that each student is receiving prenatal or post-partum medical care by keeping a written log showing telephone calls made to the Dade County Public Health clinics and/or private physicians on a weekly basis. The student's Public Health Clinic appointment card or written receipt from the physician will also suffice as documentation that medical care was received.

3. All students receiving guidance and counseling services at the COPE Centers will be documented through a log showing student's name, date, and type of counseling received (personal, social, etc.). All group counseling sessions will be documented through survey instruments at the end of the session.

4. A roster of all students returning to each feeder school or alternative program will be kept up-to-date throughout the school year and will be available for publication at the end of each semester.

5. All students receiving family planning information will be documented through pre- and post-tests by the Health Education teacher and the student will sign the section on the exit interview acknowledging that this information was made available for to her during enrollment at the COPE Center.

6. Documentation of students receiving remediation in the basic skills will be provided through the remediation sign-off sheets which the English and mathematics teachers sign at the completion of the remediation and/or through Chapter I records.

7. All students receiving instruction in infant care and parenting skills will be documented through the child development class rosters and the rosters of students utilizing the nursery for infant care.

8. A roster indicating the names of the participants, dates of the two counseling sessions provided to grandparents and alleged or acknowledged fathers each semester will be kept by the student services department.

9. All students' permanent records (cumulative record/TRACE) will be updated to reflect compliance with the Dade County Public Schools Pupil Progression Plan and promotion to the next grade level or retention at the same grade level prior to transferring the student to the home school or another alternative program.

10. The contact counselor or appropriate personnel at the articulating site will complete follow-up information and other documentation on former students which will be forwarded to the COPE Centers.

    Responses from former students become part of a statistical follow-up study of each school year to ascertain the number and percentage of students remaining in school through graduation.

11. The Human Resources Center personnel will submit a summary of services rendered to COPE Center students on a quarterly basis. This summary will indicate names of students serviced, type of service provided referral to another agency, etc.), and continuation or termination of the service to the particular student.

H. PROJECTED BUDGET

See attached budget summary sheet.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

See "D" above.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

See "D" above.

K. PROGRAMS INVOLVED

COPE Center North
COPE Center South

(A) District/Agency Name: Dade

(B) Program Name: COPE Center North

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Personnel	569,252			
		Supplies	15,546			
		Chapter I	16,400			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	601,198			
FEDERAL PROGRAMS ONLY		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

76

89

90

(12) CERTIFICATION: *(Complete on last page only)*

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Date / /

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Audited by: _____
Date: / /

(A) District/Agency Name Dade

(B) Program Name COPE Center South

(C) Effective Approval Date _____

(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number 13

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Personnel	502,225			
		Supplies	15,650			
		Chapter I	6,800			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	524,705			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

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DROPOUT PREVENTION PROGRAM FOR TEENAGE MOTHERS
(Proposal submitted November 1, 1986 for a State grant)

A. GOALS AND OBJECTIVES

COPE Centers North and South serve as an Alternative Education voluntary program for students who are pregnant.

Goals:

The program will provide services to a maximum of 20 teenage mothers and their children at each of the two COPE Centers. The students will receive instruction in academic and vocational subjects; intensive individual and group counseling; pregnancy prevention information, health care, parenting skills, and information regarding social service agencies located in the North and South areas of the county.

Objectives:

1. To continue the educational program of the teenage mothers as formulated in their home schools and to return teenage mothers who may have dropped out of school back into an educational setting

2. To expand on-site child care services and reduce absenteeism of teenage mothers by 65 percent

3. When compared to other parenting skills programs, 80 percent of the students will express a positive attitude toward parenthood as measured by an attitutde survey.

4. To prevent/reduce the dropout rate of teenage mothers during pregnancy and parenthood as measured by 1986-87 districtwide data.

5. Eighty percent of the students will improve as a result counseling and follow-up services for the mother, father, and sibling through the intervention component of the program

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students eligible for this program must be low income teenage mothers and their infants who are presently enrolled at each of the two COPE Centers, or previous students who are interested in returning to the center due to difficulties in continuing their education and attending their infants.

C. STUDENT ADMISSION PROCEDURES

Eligible students must submit a request to the school principal to be considered for participation in the program. Dade County Public

Schools admission procedures will also apply to this program.

D. PROGRAM OPERATING PROCEDURES

The program will be under the direct supervision of the principals of both COPE Centers. The Department of Dropout Prevention will be responsible for providing support and assistance in the implementation of the program.

This program is designed to provide approximately 15-20 low income teenage mothers and their infants with comprehensive prenatal and postpartum care, family counseling, day care, vocational training and employment counseling, social/psychological counseling, and referral to other needed services at COPE Centers North and South.

Intensive individual and group counseling will be an integral part of the program; weekly counseling sessions will be provided by the student support team. The primary strategy of the student support component is to develop a profile for each teenage mother pinpointing curriculum needs and interests, attendance and behavior patterns, parental involvement, and to encourage teenage mothers to improve attendance and academic performance.

In addition, the program will provide content curriculum through reading, utilizing an individualized diagnostic approach to facilitate the instruction of teenage mothers with varying reading ability levels.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

The COPE Centers will follow rules and regulations in hiring personnel for this program in accordance with the Dade County Public Schools policies and guidelines.

F. STAFF DEVELOPMENT ACTIVITIES

The local health department and community agency service personnel will be responsible for the inservice activities at each location. In addition, child care work experience will be provided.

G. EVALUATION PROCEDURES

A comparison study will be made of students who participated in the Teenage Mothers Dropout Prevention Program and other participants of the COPE Centers' regular program. In addition, these students will adhere to the Dade County Public Schools Pupil Progression Plan requirements.

H. PROJECTED BUDGET

The budget will be provided through a state grant for a Dropout Prevention Program for Teenage Mothers at a cost of $170,000. This will cover the cost for both centers.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITY

In addition to each secondary school's Parent/Teacher Association and Citizens Advisory Council, parents, community-based agencies, and business persons serve as resources to each center. Local hospitals, health clinics, and other related medical community agencies provide specific workshops, and information to the teenage mothers and fathers as well as the parents of these students.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The program will provide on-site, hands-on experiences to teenage mothers in the area of infants and toddler child care. The program will enhance teenage mothers' experiences in the areas of career opportunities, prevocational and vocational skills, and employment, i.e., business and industry.

K. PROGRAMS INVOLVED

COPE Center North
COPE Center South

(A) District/Agency Name: Dade

(B) Program Name: Teenage Mothers

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
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(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Proposal Submitted for State Grant	170,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	170,000			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11): *		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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Substance Abuse Programs

SUBSTANCE EDUCATION CURRICULUM

A. GOALS AND OBJECTIVES

Substance education curriculum, designed for grades K-12, contains comprehensive substance content, with a main emphasis on developing intra-interpersonal skills, the ability to make rational decisions, function effectively with peers, and helps develop a value system which precludes the use of harmful substances.

Goals:

This program is designed to provide guidance for teachers for a two/three-week comprehensive substance education program, involving all Dade County students for the purpose of preventing the widespread abuse of harmful substances.

Objectives:

1. By the end of the school year, 100 percent of the K-12 students in the program will be able to score 75 percent accuracy on an appropriate substance education grade level curriculum test.

2. By the end of the eighth grade, 90 percent of eighth grade students will be able to state with 90 percent accuracy the three steps of the valuing process.

3. By the end of the eighth grade, 90 percent of the students will be able to state with 90 percent accuracy the steps to making a healthy decision.

4. Drug-related student suspensions/expulsions for all schools will be 15 percent less when compared to the previous school year.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Substance education programs serve the student population as follows:

1. All students in grades K-6
2. Seventh grade science students
3. Eighth grade students in Project Hope
4. Tenth grade students in Life Management Skills
5. Drivers Education students at the high school level

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

Students will receive substance education instruction from the classroom teacher as an ongoing part of health, science, or social studies lessons. The curriculum guides contain the content necessary for the development of actual lessons.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

The classes are conducted by certified teachers.

F. STAFF DEVELOPMENT ACTIVITIES

To support the effective implementation of the program, inservice training and faculty presentations are provided by the educational specialists throughout the year.

G. EVALUATION PROCEDURES

Tests are administered to students and evaluations are submitted by administrators to the Division of Student Services at the end of the school year.

H. PROJECTED BUDGET

The funds are provided by the Dade County Public Schools Part I of the budget.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Teachers encourage parent involvement through the presentation of skits, films, speakers, and various types of drug-related school programs. Special activity days such as Red Ribbon Day and the "Just Say No to Drugs" program, piloted in twenty elementary schools, have promoted a close working relationship with the community.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Not applicable for this program.

K. PROGRAMS INVOLVED

Substance Abuse curriculum is offered in K-12 of Dade County Public Schools. (See list of schools on pages 154, 155, and 156 in the Appendix).

(A) District/Agency Name: DADE

(B) Program Name: K-12 Substance Education Curriculum

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
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(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Duplicating Materials	$12,561.00			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	12,561.00			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

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(12) CERTIFICATION: *(Complete on last page only)*

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PROJECT HOPE

A. GOALS AND OBJECTIVES

Project Hope, part of the prevention/education component, contains a comprehensive substances education curriculum, with a main emphasis on developing intra-interpersonal skills, the ability to make rational decisions, function effectively with peers, and develop a value system which does not include the use of harmful substances.

Goals:

The program is preventative with an emphasis on skill-building in all areas of intra-interpersonal skills, decision making, clarification of values and resolution of conflict, as well as drug information.

Objectives:

1. One hundred percent of the project facilitators will complete nine lessons for 90 percent of the eighth grade class at their school.

2. Seventy-five percent of the students will answer with 80 percent accuracy the valuing process.

3. Seventy-five percent of the students will be able to list two healthy ways of dealing with one negative feeling.

4. Seventy-five percent of the students will list four ways to communicate effectively.

5. Seventy-five percent of the students will be able to express five healthy alternatives to relieving stress.

6. Seventy-five percent of the students will be able to give one example of how peer pressure can effect drug use.

7. Seventy-five percent of the students will show an understanding of the decision making process by stating/writing the steps to decision making.

8. Seventy-five percent of the students will list/state five healthy leisure time alternatives to drug use.

9. One hundred percent of the project facilitators will keep a written log of their progress on serving students with special needs.

10. Seventy percent of the project facilitators will attend one substance abuse-related community program.

11. One hundred percent of the project facilitators will disseminate information, a minimum of one time, concerning Project Hope to the school faculty.

12. Ninety percent of the project facilitators will attend two training sessions/workshops provided by the substance education staff during the school year.

13. One hundred percent of the project facilitators will participate in two scheduled meetings with the physical education staff and principal/assistant principal at their school during the school year.

14. One hundred percent of the project facilitators will participate in three scheduled meetings with their contact person at their school during the school year.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

This junior high school substance education program serves all Dade County students in the eighth grade.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

Specifically trained facilitators, implementing the curriculum in conjunction with the physical education classes, work with groups of 15 students per period, five periods per day for a nine-day cycle.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Facilitators for Project Hope are selected from candidates in the community, business, or professional world who demonstrate a sincere interest in children, competencies for group leadership, and classroom management, along with a desire for part-time employment. A high school diploma is required, however, a college degree is not a prerequisite for employment. The individual's commitment to the goals of the program, coupled with the ability to learn are important employment criteria.

F. STAFF DEVELOPMENT ACTIVITIES

A two-week inservice training session, provided for all facilitators at the University of Miami, offers opportunities for skill development

in the affective areas of group process, dealing with substance abuse information and prevention.

G. EVALUATION PROCEDURES

Facilitator, administrator, and student assessments of the Project Hope Program are administered at the end of the school year.

H. PROJECTED BUDGET

The funds are provided by the Dade County Public Schools from Part I of the budget.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Presentations are given by educational specialists at citizen advisory committee meetings. Facilitators also give presentations concerning Project Hope to parents as part of the back-to-school night program.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Not applicable to this program.

K. PROGRAMS INVOLVED

Project HOPE is offered at all middle/junior high schools in Dade County. (See list of schools on page 173 in the Appendix).

(A) District/Agency Name DADE

(B) Program Name Project HOPE

(C) Effective Approval Date _____

(D) Termination Date _____

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PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(E) District/Agency Number 13

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Part-time hourly salaries	$182,464.			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$182,464.			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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SUBSTANCE ABUSE
CRISIS PREVENTION/INTERVENTION SPECIALISTS

A. GOALS AND OBJECTIVES

Intervention/Identification: These specialists are part of the intervention/identification component which provides services for students who are substance users and/or exhibiting self-defeating and destructive behaviors. These specialists are trained experts in identification, group process, intervention, substances, and treatment techniques.

Fourteen specialists have been employed to work at 14 selected middle/junior high schools throughout the system to provide a detailed program of prevention/intervention strategies, consisting of individual, group, and family counseling, drug education, parent training, home visits, workshops, and other types of services needed to combat drug abuse.

Goals:

The goal of this program is to provide services to students who are abusing substances and/or exhibiting other self-defeating and destructive behaviors. The program will provide assistance in developing coping skills necessary for inter/intrapersonal growth, and making wise decisions.

Objectives:

1. Seventy-five percent of the students will successfully complete the peer counseling training. A log will be kept regarding their service for one semester at their school.

2. Students in need of intense support groups will cooperatively determine the problem, develop a plan of action, resolution date, and remain in the group until 70 percent of the goals have been met.

3. Seventy percent of the students, as indicated by the Final Student Progress Report, will show an 80 percent satisfactory improvement in conduct and effort when compared to the Entry Progress Report.

4. One hundred percent of the students, remaining in the program at the end of the school year will score 75 percent on an appropriate substance education curriculum test.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

While services will be available to the entire school, the Crisis Specialist will concentrate on selecting a target group of 60 students for extensive and intensive services. A Behavioral Assessment Form given to teachers will assist in the referral process.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

The Crisis Specialist will develop a written plan, based upon desired objectives that will facilitate effective implementation of the program in that school. He/She will also assist the students in developing an intervention treatment plan, with the cooperative efforts of all student services personnel.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

A bachelor's degree in a human services area, i.e., education, community counseling, psychology, social work, or related fields is required. Experiences which deal with the physical, social, and psychological causes and effects of substance abuse can contribute greatly to the counselor's skill, along with ability to function as a liaison between school, community, and treatment agencies.

F. STAFF DEVELOPMENT ACTIVITIES

Workshops are provided to Crisis Specialists in reference to available community resources and procedures necessary for referring students to these agencies.

G. EVALUATION PROCEDURES

Informal interviews will be conducted by staff on program effectiveness for participating school administrators and program personnel.

Students will be required to complete a self-evaluation and obtain progress reports from teachers every four and one-half weeks.

H. PROJECTED BUDGET

The funds are provided by the Dade County Public Schools from Part I of the budget.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

The Crisis Specialist will serve as a resource to the Parent/Teacher Association, Citizen Advisory Committees, administrators, school faculties, and interested community groups, who have a need for

information on issues related to behavior and substance abuse/use among adolescents.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Not applicable to this program.

K. PROGRAMS INVOLVED

The Crisis Prevention/Intervention Specialists Program is offered at the following fourteen middle/junior high schools:

NORTH AREA
Carol City Junior
Highland Oaks Junior
Miami Lakes Junior
Nautilus Junior

NORTH CENTRAL AREA
Allapattah Junior
Henry H. Filer Junior
Madison Junior

SOUTH AREA
Arvida Junior
Campbell Drive Middle
Cutler Ridge Junior
Palmetto Junior

SOUTH CENTRAL AREA
Shenandoah Junior
W. R. Thomas Junior
West Miami Junior

(A) District/Agency Name DADE

(B) Program Name Substance Abuse Prevention/Intervention

(C) Effective Approval Date _____

(D) Termination Date _____

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(E) District/Agency Number 13

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		14 Counselors	$521,316.			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$521,316.			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

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(12) CERTIFICATION: *(Complete on last page only)*
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PROJECT HELP

A. GOALS AND OBJECTIVES

Project HELP (Healthy Experiences Leading to Prevention), a part of the family/community involvement component, as well as the prevention/education and intervention/identification component. This program includes classes and workshops for parents of problem students as well as all interested parents in attempts to educate them in substance techniques for more effective parenting. Active involvement in church groups, social service agencies, and community centers are also part of the program, whose primary purpose is to facilitate all of these groups in substance prevention/intervention.

Objectives:

1. To provide four projects during each nine weeks of the school year that are coordinated by the community and HELP staff.

2. One hundred percent of the staff will make a total of 100 home visits during the school year.

3. Of the 16 participating schools involved in substance abuse education activities, 75 percent of the staff will be trained in intervention/prevention strategies.

4. To provide intervention and/or referral to 100 percent of all students having problems related to substance abuse.

B. SPECIFIC STUDENT ELIGIBILITY

All students in the Miami Northwestern Senior High School and American Senior High School feeder patterns will have immediate access to structured group guidance services provided by this program.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

The project will provide two counselors and two community involvement specialists to Miami Northwestern Senior High School, American Senior High School and their feeder patterns, serving approximately 20,000 students. They will coordinate with existing substance education curriculum, law enforcement, Informed Families, Parent/Teacher Associations, church groups, and community resources. The program

is designed so that the counselors will work a differential schedule enabling them to provide home visits convenient for parents or guardians.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Project Help counselors must have a master's degree in counseling. The Community Involvement Specialist will have a minimum of an associate degree in a related field.

F. STAFF DEVELOPMENT ACTIVITIES

Staff inservice programs will be offered to school personnel to provide them with substance abuse information, prevention, and identification approaches.

G. EVALUATION PROCEDURES

Assessment of Project HELP's accomplishments will be measured throughout the project based upon successful articulation and teamwork among school personnel, parents, and community resources involved.

Survey questionnaires will provide information from parents, students, teachers, counselors, and administrators.

H. PROJECTED BUDGET

Chapter II funds provide $175,000 for this program.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Parent training, home visits, family counseling, and workshops on substance abuse will provide parents, counselors, and educators with increased awareness of substance abuse and community resources.

Churches, social service agencies, and community centers provide additional community-based services to students and their families on an ongoing basis.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Not applicable for this program.

K. PROGRAMS INVOLVED

American Senior High School feeder pattern:

North County Elementary	Lake Stevens Junior High
North Glade Elementary	
Palm Springs Elementary	

Miami Northwestern Senior High School feeder pattern:

Floral Heights Elementary	Brownsville Junior High
Holmes Elementary	Charles R. Drew Middle
Libert City Elementary	
Melrose Elementary	
Olinda Elementary	
Orchard Villa Elementary	

(A) District/Agency Name: Dade

(B) Program Name: HELP

(C) Effective Approval Date: _____

(D) Termination Date: _____

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(Instructions on Reverse)

(E) District/Agency Number: 13

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(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Chapter II		175,000		
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	175,000			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

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SUBSTANCE ABUSE
EDUCATIONAL ALTERNATIVE OUTREACH PROGRAMS

A. GOALS AND OBJECTIVES

Goals:

1. To discontinue the use of drugs and/or alcohol by the students
2. To improve school attendance
3. To provide a school program that will allow students to maintain regular academic progress and enable them to re-enter the educational maintstream
4. To build self-esteem and enhance the feeling of self-worth among students
5. To facilitate the ability to communicate, to make decisions, and to accept the responsibility for ones decisions

Objectives:

1. One hundred percent of the students will complete the program successfully, i.e., drug-free.

2. Ninety percent of the students will improve in school attendance.

3. One hundred percent of the students who come from a regular school program will re-enter a regular school program.

4. After re-entry into the regular school, discipline and/or attendance referrals will decrease by 75 percent.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Requires that each student:

1. be drug and/or alcohol abusers
2. be thirteen years of age or older
3. entry into the substance abuse programs be voluntary or court-ordered

C. STUDENT ADMISSION PROCEDURES

An intake conference between the family and the director of intake is required. The student must sign a contract of agreement to abide by the rules and regulations of the program.

All school-age students will participate in the school program. Students will be scheduled into the appropriate academic courses, as determined by the grade placement from the sending school.

D. PROGRAM OPERATING PROCEDURES

These substance abuse programs are a part of the Outreach Program, which is supervised by an executive director and two assistant principals.

Dade County Public Schools support personnel, counselor, registrar, curriculum specialist, or department chairperson, will be responsible for student registration, student records, and for obtaining appropriate materials and supplies.

Certified Dade County Public Schools teachers will provide instruction in language arts, mathematics, science, social studies, and various electives. Students who have been classified as exceptional will receive the services of an itinerant exceptional student education teacher.

Students will participate in the standardized testing program of the Dade County Public School system. The aim of the academic program is the return of the student to a regular school.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

The educational component of the Substance Abuse Program is staffed by Dade County Public Schools teachers.

A teacher who is certified in exceptional student education is available to teach students who have been staffed as exceptional.

F. STAFF DEVELOPMENT ACTIVITIES

Teachers in the program have the option to participate in:

1. district meetings
2. summer inservice training institutes
3. inservice activities provided by the Teacher Education Center
4. state conferences
5. post-graduate courses

G. EVALUATION PROCEDURES

Students will be administered the Stanford Achievement Test and the Florida Statewide Assessment Test.

Work folders are maintained for all students and academic tests are administered on a regular basis.

Group counseling sessions are held twice weekly. These provide a measure of behavior and attitude.

H. PROJECTED BUDGET

Teachers are budgeted through FTE generated funds. The counseling staff is funded by the substance abuse agency.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Family counseling is provided by the substance abuse agency. Local libraries are used for research and activities.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Members of the business community are used as resources to provide information on various occupations.

The teaching of employability skills is included in language arts and mathematics instruction.

K. PROGRAMS INVOLVED

1. Here's Help North
2. Here's Help South

(A) District/Agency Name: DADE

(B) Program Name: Ed. Alt. Outreach - Substance Abuse

(C) Effective Approval Date: _____

(D) Termination Date: _____

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(G) Project Number: _____

(H) Total Project Dollars: _____

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		5 Teachers	$200,000.			
		Supplies	5,000.			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$205,000.			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

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Disciplinary Programs

ALTERNATIVE SCHOOLS
JAN MANN OPPORTUNITY SCHOOL
J. R. E. LEE OPPORTUNITY SCHOOL

A. GOALS AND OBJECTIVES

Goals:

1. To create a learning environment that emphasizes the importance of personal growth, self-awareness, interpersonal skill-building, and responsibility for positive behavioral change, the most significant aspect of this program

2. To offer alternative methodology and alternative curricula that are more appropriate for students

3. To provide a holistic and supportive environment responsive to student needs

4. To reduce traditional class size to make classes more manageable and to increase interaction time with caring, positive, adult role models

5. To include academic, athletic, personal, and social experiences that stress early and frequent success

Objectives:

1. All students enrolled in the alternative middle school will participate in an orientation program. Discipline referrals for participating students will be reduced by 50 percent as compared to the previous school year.

2. All students at the alternative middle schools will be involved in behavioral modification programs. As a result of this involvement, 50 percent fewer discipline referrals will occur than during the previous school year.

3. Students in the alternative middle schools will participate in at least three to five group or individual counseling sessions to increase self-awareness, personal growth, interpersonal relations, and survival skills. As a result of student involvement, 60 percent of the students will improve in the aforementioned areas.

4. Students enrolled in thematic courses that lessen their total class load will be involved in club program (academic and social), outside agency activities, and group or individual counseling. By the end of the school year, 75 percent of participating students will improve in course work as compared to the previous year.

5. An Individual Pupil Plan (IPP) will be developed for each child

academically. Contests, such as the Science Fair, that require projects will be used to give students recognition and the feeling of success. Over 50 percent of the students in the program will, by the end of each marking period, show improvement in the academic skills, and will develop a positive attitude about school.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

The criteria listed below are to be used in identifying students who meet the criteria for entrance into the dropout program. A student need not exhibit all of the characteristics listed below, but with combination of these would more adequately demonstrate a need for the program.

1. The student displays persistent behavior that interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

2. The student displays consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school.

3. The student has a profile of consistent truancy or absences from school and classes.

4. The student displays a lack of motivation in performing classwork, as evidenced by consistent failure to have basic materials for use in class.

5. The student consistently receives poor academic grades in a majority of subjects and has been retained in one or more grades previously.

6. The student is deficient in basic skills.

C. STUDENT ADMISSIONS PROCEDURES

The following listing provides a general overview of the admission procedure for an incoming student to the alternative middle schools:

1. receipt of electronic mail regarding incoming student or verification via a telephone call to the Alternative Education Placement Office coordinator

2. parent/student conference with department chairperson of student services

3. preparation of:

   a. Pupil Assignment Cards (3 copies)
   b. Lunch Application Form

c. Attendance Cards
d. Folder and Permanent Record Card
e. COPE teacher's and registrar's folder

4. request cumulative folder from sending school

5. verify withdrawal date for sending school

6. assign student to orientation lab prior to attending scheduled classes

D. PROGRAM OPERATING PROCEDURES

The alternative middle schools are traditional in design, including a cafetorium, library, classrooms designed to facilitate small classes, general office areas, student clinic, testing room, large group instruction room, and indoor and outdoor athletic instruction.

Teachers certified by the State of Florida are under the direct supervision of a principal, assistant principal, and department chairpersons, who have responsibilities in the areas of student services, curriculum, special education, and school operations. Department heads report to the assistant principal, who, in turn, reports to the principal.

The required curricula for grades 6-8, as outlined in the Dade County Course Code Directory, are provided to all students. A proposal to make certain modifications in the curriculum described in the Course Code Directory will be submitted. (See Objective No. 5).

The schools operate on a six-period day. Present allocations require a teacher/pupil ratio of 1:15. A better projection would be a 1:8 ratio. (See Objective No. 8).

Behavior management, behavior modification, cooperative learning techniques, and other affective teaching approaches are among the special teaching strategies used in classroom instruction.

From 275-350 students in grades 6-8 are currently served. A maximum of 300 students at Jan Mann and 350 at J.R.E. Lee is recommended.

The Division of Student Services provides its services via two counselors, one full-time and one part-time psychologist, an orientation center teacher, a visiting teacher, a work experience coordinator, and various counselors from community-based social agencies.

E. QUALIFICATION OF PROGRAM PERSONNEL

Teachers, certified by the State of Florida, aides and assistants, employed via Dade County personnel department, who are willing to

work in the environs of an alternative school and are willing to be trained in affective instructional strategies, serve as the staffs at the alternative middle schools of Dade County.

F. STAFF DEVELOPMENT ACTIVITIES

Staff development and inservice procedures are being developed by the district Teacher Education Center.

G. EVALUATION PROCEDURES

The Office of Educational Accountability is in the process of developing a bi-annual evaluation procedure.

H. PROJECTED BUDGET

Both schools have a projected budget as follows:

J.R.E. Lee Opportunity School	$ 930,032
Jan Mann Opportunity School	1,054,444
Combined total budget	$1,984,476

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

A Parent/Teacher Association and the Citizen Advisory Committee is encouraged to meet on a regular basis and to communicate with teachers, administrators, and support staff. An effort is made to work with community services and outside agencies to solicit from the business community.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Occupational-skill training and employability-skills instruction are provided by existing vocational instructors. Those students placed on-the-job will receive continued assistance from work experience teachers.

K. PROGRAMS INVOLVED

J.R.E. Lee Opportunity School South
Jan Mann Opportunity School North

(A) District/Agency Name: Dade

(B) Program Name: Jan Mann Oppt. School

(C) Effective Approval Date: _____

(D) Termination Date: _____

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(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Requisition Control (01) Salaries	1,028,598			
		Requisition Control (02) MESA	17,995			
		Requisition Control (03) Line Items	7,851			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	1,054,444			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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(A) District/Agency Name Dade

(B) Program Name J.R.E. Lee Oppt. School

(C) Effective Approval Date _____

(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY
AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number 13

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Requistion Control(01) Salaries	906,282			
		Requistion Control(02) MESA	17,995			
		Requisition For(03) Line Items	5,755			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	930,032			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

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(12) CERTIFICATION: *(Complete on last page only)*

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ALTERNATIVE SCHOOLS
MACARTHUR NORTH AND MACARTHUR SOUTH SENIOR HIGH SCHOOLS

A. GOALS AND OBJECTIVES

Goals:

1. To develop in students a positive attitude about school
2. To provide a success oriented atmosphere with a less threatening school environment
3. To provide a curriculum that includes required academic courses and basic skills classes
4. To provide vocational skills training correlated with employability skills instruction
5. To provide on-the-job training in business and industry through the Work Experience and Diversified Cooperative Training classes
6. To provide intensive counseling for students and parents/guardians through the schools' guidance department and the Advisor-Advisee Program

Objectives:

1. Reduce referrals to administration for disciplinary reasons by 70 percent over the previous year.

2. Increase attendance by ten percent over the previous grading period.

3. Improve attitude and self-concept, as measured by points received through the Behavioral Modification Program.

4. Return 50 percent of students administratively assigned to the opportunity schools to their regular school because of their positive behavior.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

The criteria listed below are suggested for use in determining those students whose needs may more appropriately be met by this dropout prevention program:

1. The student has a profile of consistent behavior that results in frequent conflicts of a disruptive nature.

2. The student has demonstrated chronic absenteeism and poor class attendance.

3. The student's academic progress is unsatisfactory and the efforts of the school to provide assistance are either rejected or are ineffective.

4. The student's disruptive behavior is general and not limited to one class, one teacher, or an isolated situation.

5. Adjustments in the student's schedule of courses, teacher assignments, or other special considerations have not produced any favorable results.

6. Conferences with parents have not produced any favorable results.

7. Personal conferences with counselors, teachers, and staff have not succeeded in effecting a change in the student's disruptive behavior.

8. The student has committed an act of such gravity that retention in the regular school would be a disruptive influence.

9. The principal and staff have exhausted the resources of the school in their efforts to resolve the student's problem(s).

Admission Criteria:

1. A parent/administrator conference is required before the student is admitted to the program.

2. Students will be registered into the program.

3. Students are scheduled for a conference with the school psychologist, counselor, and advisor.

4. An orientation program is used to acquaint the student with the Work Experience Program and the Diversified Cooperative Training Program, occupational specialist/follow-up program, visiting teacher, and any other appropriate personnel.

Exit Criteria:

1. Volunteer students may return to their base school at any time.

2. Administratively assigned students must receive recommendations from their teachers, psychologists, and in some instances, the Child Study Team's noting satisfactory adjustment before returning to their base school.

D. PROGRAM OPERATING PROCEDURES

The program is under the direct supervision of the principals at both of the schools. The Division of Student Services, Department of Dropout Prevention, is responsible for providing technical assistance to the principals and their staff.

Academic coursework, which includes English, mathematics, science, social studies, and employability skills, is provided.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Certified teachers are employed in all areas.

F. STAFF DEVELOPMENT ACTIVITIES

1. Inservice training for behavior management techniques is presented to the entire faculty of both schools.

2. Classroom tips, techniques, and activities that encourage positive response are provided.

G. EVALUATION PROCEDURES

A behavior modification "point system" is used schoolwide for all students. Progress charts are kept on all participants and points are totaled weekly. These points generate the students' effort and conducted grades. Academic grades are given based upon student's progress in meeting performance standards for each course.

H. PROJECTED BUDGET

All administrators, teachers, and support staff are provided by funds generated through FTE alternative program weighting factor. (See attached budget summary sheet).

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

A Parent/Teacher Association is encouraged to meet on a regular basis and to communicate with teachers, administrators, and support staff. An effort is made to work with community services and outside agencies to solicit support from the business community.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Occupational skills training and employability skills instruction are provided by existing vocational instructors. Those students placed on-the-job will receive continued assistance from the diversified cooperative training and work experience teachers.

K. PROGRAMS INVOLVED

MacArthur North
MacArthur South

(A) District/Agency Name: Dade

(B) Program Name: MacArthur North

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Requisition Control (1)	1,098,975			
		Requisition Control (2)	12,198			
		Requisition Control (3)	6,157			
		Requisition Control (4)	6,854			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	1,124,184			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11)		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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(A) District/Agency Name: Dade
(B) Program Name: MacArthur South
(C) Effective Approval Date: _____
(D) Termination Date: _____

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PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☐ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 13
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Requisition Control (1)	1,305,966			
		Requisition Control (2)	31,329			
		Requisition Control (3)	5,717			
		Requisition Control (4)	8,250			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	1,351,262			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

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(12) CERTIFICATION: *(Complete on last page only)*
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EVENING INTERVENTION CENTER

A. GOALS AND OBJECTIVES

The Evening Intervention Center is an alternative to suspension for selected senior high students recommended by principals.

Goals:

This program is designed to enable students, who have violated the Code of Student Conduct, to remain in the regular day school program while attending six three-hour evening sessions, one per week.

Objectives:

1. Thirty percent of the students, who have Group I-IV violations of the Code of Student Conduct, will be offered the opportunity to attend the Evening Intervention Center as an alternative to suspension.

2. Fifty percent of the students, who have been offered the opportunity to attend the Evening Intervention Center, will attend the six evening sessions.

3. Seventy-five percent of the parents, who have children attending the Center, will attend two sessions.

4. One hundred percent of the students attending the Center will receive individual and group counseling.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Senior high school students who have violated Groups I-IV of the Code of Student Conduct, may attend this program if the principal determines that this alternative is appropriate.

C. STUDENT ADMISSION PROCEDURES

Parents are contacted and informed that the student is being recommended for placement in the Evening Intervention Center as an alternative to suspension.

If the parent selects this placement, an Agreement for Placement form is signed and a copy forwarded to the center informing them of the placement.

D. PROGRAM OPERATING PROCEDURES

Students referred to the center attend six three-hour sessions, on

a weekly basis. Parents are required to attend the second and fifth sessions.

Two counselors at each of the four centers provide affective education related to chemical dependency, community resources, peer and family relationships, decision-making, employability skills, coping, and communication. Individual, group, and family counseling is also provided.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Two certified counselors provide services at each of the four Centers.

F. STAFF DEVELOPMENT ACTIVITIES

All school administrators are provided training at a general meeting as well as individually.

G. EVALUATION PROCEDURES

Center counselors provide follow-up for students completing the program. Informal surveys of parents and administrators are conducted.

H. PROJECTED BUDGET

The funds are provided by the Dade County Public Schools.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Parents are required to attend two sessions.

Community resources provide services to participating students.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Not applicable to this program.

K. PROGRAMS INVOLVED

The program is offered at one senior high school in each of the four areas as follows:

Miami Coral Park Senior High
Miami Jackson Senior High
North Miami Senior High
Miami Southridge Senior High

(A) District/Agency Name: DADE

(B) Program Name: Evening Intervention Center

(C) Effective Approval Date: _____

(D) Termination Date: _____

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(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Part-time hourly salaries	$15,000.			
		Supplies	5,000.			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$20,000.			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

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PROJECT A.T.C.
(ALTERNATIVE TELECOMMUNICATION CLASS)

A. GOALS AND OBJECTIVES

Goals:

1. To improve and maintain student attendance
2. To raise the grade and performance levels of each student, as measured by standardized tests
3. To provide an atmosphere that fosters personal growth and the development of self-respect
4. To develop a positive attitude about school
5. To provide intensive counseling services for students and parents

Objectives:

1. Over 90 percent of the students enrolled in A.T.C. will improve in attendance during their stay at the Center.

2. Twenty-five percent of enrolled students will increase their grade level following their stay in A.T.C.

3. One hundred percent of all ATC students will improve in behavior as a result of having received one-to-one counseling before their return to their regular school.

4. At least 70 percent of the enrolled students will improve their attitude toward school, as measured by an attitude survey.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students in the ATC are drawn from grades 7 through 12. Students enrolled are those who have been recommended for expulsion and choose to complete the Work Back Program through the ATC.

Exit Criteria:

Students remain in the ATC until the Work Back Program is completed and objectives have been met satisfactorily.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

The ATC is directly under the supervision of the principal of Merrick Exceptional Education Center. Secondary instruction is provided

through the use of the telephone model. Counseling is provided on a one-to-one basis. Two teachers instruct up to twenty students at one time. The average enrollment is 34. Students are given assignments by their ATC teacher.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Teachers are certified by the State of Florida.

F. STAFF DEVELOPMENT ACTIVITIES

Staff development activities are included in the comprehensive plan of the district dropout prevention program.

G. EVALUATION PROCEDURES

Records are kept regarding the progress of each student and are reviewed individually at the end of each week.

Students take the State Student Assessment Test in grades 8 and 10. They are also offered the opportunity to take the Preliminary Scholastic Aptitude Test, and/or the American College Testing examination.

H. PROJECTED BUDGET

Two teachers and one teacher-on-special assignment are generated by FTE.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Not applicable.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Not applicable.

K. PROGRAMS INVOLVED

Merrick Exeptional Education Center

(A) District/Agency Name DADE

(B) Program Name A. T. C.

(C) Effective Approval Date _____

(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION
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(G) Project Number _____

(H) Total Project Dollars _____

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		3 Teachers	$120,000.			
		Supplies	2,000.			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$122,000.			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

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Youth Services Programs

JUVENILE JUSTICE CENTER SCHOOL

A. GOALS AND OBJECTIVES

Goals:

1. To establish a therapeutic environment that permeates the school's program

2. To use academics as a vehicle for improving self-concept

3. To effect a change in the outlook of many of students

4. To refine the flow of information among the Juvenile Justice Center school, the Juvenile Justice Support Program, the home school, the courts, commitment programs and other youth-serving agencies

Objectives:

1. A minimum of one-third of the student population will be screened by university interns and will receive intensive support in these areas; academics, behavior, and individual counseling sessions.

2. Over 50 percent of the students enrolled will, by the end of their stay at the school, have improved in the academic skills by five percent.

3. By the end of the student's stay at the center, 90 percent will have had intensive individual counseling before going to or returning from court.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students who are detained and reside at the Juvenile Justice Center, 3300 N. W. 27th Avenue, are eligible to participate in this program for the length of their stay at the center.

C. STUDENT ADMISSION PROCEDURES

Student admission procedures are as follows:

1. Students are interviewed by a school counselor during the first 24 hours of detention.

2. A schedule is prepared for each student.

3. The student enters the school's program at the time Health and Rehabilitative Services (HRS) releases the student from the initial processing unit and assigns the student to a living unit.

4. Students are withdrawn from the school upon leaving the HRS unit.

5. Grades are forwarded to the home school by a school counselor.

D. PROGRAM OPERATING PROCEDURES

The program is under the direct supervision of the Division of Operations and Management, Office of Student Support Programs. The school has an active advisory committee that meets monthly. It serves as an advocacy group for students. The facility is located within the secure detention area of Miami's Juvenile Justice Center. The staff is composed of two counselors, one psychologist, one media specialist, twenty teachers, three teacher aides, three clerical personnel, and one principal. A basic academic curriculum is offered, using the temporary instructional placement number available in the Course Code Directory for programs that enroll students on a short-term basis. Students attend five classes a day. During the school year, teachers are attempting to move from a whole-group instructional approach to individualization of instruction using a learning-center concept, which infuses career education and affective education within academic instruction. This transition will be continuous for the next three years. Any juvenile up to the age of 18 is served. Therefore, student population by grade level has ranged as low as grade 3 through grade 12. Almost one-third of the students served have been identified as participants in the exceptional student education program of the Dade County Public Schools. Two counselors are available to hold individual and group counseling sessions. In addition, students are processed through an assessment center and receive feedback on their academic performance, their learning styles, and their behaviors as related to responsible decision-making. Through a cooperative arrangement with the Juvenile Justice Support Program, this screening assessment produces educational/training recommendations that are shared with home schools, six juvenile judges, commitment programs, and other youth-serving agencies. The students also participate in a three-day, affective education curriculum that focuses on problem solving, communication skills, and exercising self-control.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

All teachers hold teaching certificates from the State of Florida. Because of the unique population served, several members of the staff have a background in social work or in working with disturbed or delinquent youth. This background enables them to establish a relationship with students and more effectively deliver the academic program.

F. STAFF DEVELOPMENT ACTIVITIES

Two faculty meetings are scheduled monthly as time for staff

development within the required working day. Listed below are potential topics for staff development:

- Teaching the socially maladjusted child
- Affective education strategies
- Stress-reduction techniques
- Learning styles
- Approaches to individualizing instruction
- Behavioral control in the classroom
- Teaching techniques appropriate for the delinquent personality
- Cooperative learning

G. EVALUATION PROCEDURES

In relation to the objectives, the following questions will be answered as a part of an informal evaluation:

1. How many students were involved in the assessment center?
2. How many students participated in the affective education classes?
3. What percent of the student population was processed through the Juvenile Justice Support Program?

In order to facilitate both formative and summative evaluation, data is collected on the number of students who are served in relation to the goals stated above. Student Case Management System forms and data in the assessment center computer are used.

In addition, a survey of perceptions of members of the advisory committee to the school's program will be administered.

H. PROJECTED BUDGET

See attached budget summary sheet.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Not applicable to this program.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Classes in career awareness and employability skills are provided to all students who participate in the program. Due to the nature of the school, the program is limited to minimal objectives in these two areas.

K. PROGRAMS INVOLVED

Juvenile Justice Center

(A) District/Agency Name: Dade
(B) Program Name: Juvenile Justice Center School.
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
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(1) Account or Func No.	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Personnel	706,054			
		Mesa	28,655			
		Materials	10,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	744,709			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

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(12) CERTIFICATION: *(Complete on last page only)*
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YOUTH SERVICES PROGRAMS
HEALTH AND REHABILITATIVE SERVICES

A. GOALS AND OBJECTIVES

Goals:

1. To employ a concerted and continuous effort to generate a strong sense of affiliation on the part of the student
2. To provide academic experiences that stress early, frequent success
3. To provide a learning environment that emphasizes the importance of self-awareness and interpersonal skill-building, and responsibility for behavioral, personal, and academic growth
4. To develop a positive attitude about school by all students
5. To reduce traditional class size to increase skill-building opportunities
6. To offer alternative curricula that are more appropriate
7. To provide a developmental but substantial academic agenda so that by involvement, the student's performance and grade level will be raised
8. To employ behavioral modification techniques that will help the disruptive student
9. To encourage students in their realization of success
10. To foster a climate so conducive to learning that every student will want to participate

Objectives:

1. When compared to grades earned in the traditional school, by the end of the school year, 85 percent of the students will have improved grades in all subject areas by 2.0 on a four-point scale.
2. By the end of the school year, 60 percent of the students will have increased reading levels of at least two grades.
3. Discipline referrals will be 50 percent fewer per year than the last year in which they were enrolled in a traditional school.
4. By the end of the school year, 75 percent of the students will have been in attendance at least 90 percent of the academic year.
5. At the end of the school year, 85 percent of students enrolled will be promoted to a higher grade level.

6. Over 60 percent of the students will, by the end of the first semester, express a more positive attitude toward school, as measured by the School Attitude Survey.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students served in the Youth Services Programs are by the court:

1. adjudicated residential by the Juvenile Justice System
2. adjudicated non-residential by the Juvenile Justice System
3. referred for placement by Health and Rehabilitative Services (HRS).

C. STUDENT ADMISSION PROCEDURES

1. A pre-admission test is administered to determine levels in mathematics, reading, and language arts.

2. Students participating in a detention, commitment, or rehabilitation program are required to participate in the education program.

3. The non-residential, intensive treatment center provides academic maintenance programs in an educational setting, with the hope of rehabilitating the students.

Exit Procedures:

1. Exit criteria are determined solely by the Juvenile Justice System, the court, or HRS.

2. Eligible students are mainstreamed into the traditional school or into a school under the umbrella of the dropout prevention program.

D. PROGRAM OPERATING PROCEDURES

The program operates under the direct supervision of the Director of Alternative Programs Operation and Management, and two assistant principals of the Alternative Outreach Program.

Academic coursework, which includes mathematics, reading, science, social studies, art, employability skills, and physical education, is provided by certified Dade County Public Schools teachers. Several students in some programs prepare for, and earn, the G.E. D. diploma.

Satisfactory performance in reading and writing has helped students improve academically. Instruction is provided in a classroom, with emphasis on keeping the class limited to 15 students.

The Dade County Public Schools provide full-time contracted educational personnel if the program is school-based. It also contracts with outside agencies to meet the needs of students in the Youth Services Programs.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

State certified Dade County Public Schools teachers are employed for academic instruction.

Child care workers are employed at several centers, under state guidelines and meet state-mandated qualifications.

F. STAFF DEVELOPMENT ACTIVITIES

Teachers and aides in the Youth Services Programs:

1. attend school and district-level meetings
2. attend summer inservice training institutes
3. undertake independent study projects
4. enroll in post-secondary courses
5. are involved in year-round inservice activities, provided by the Teacher Education Center
6. attend state conferences
7. visit other dropout prevention programs

Areas stressed in staff development activities include:

1. helping students set and achieve goals
2. classroom/student behavioral management
3. order and discipline in the classroom
4. motivating the reluctant learner
5. motivating the slow student
6. selecting and using appropriate instructional materials
7. providing incentives for encouragement of student success
8. utilizing volunteers and community resources
9. promoting student success and a positive attitude toward self, school, and life

G. EVALUATION PROCEDURES

Progress charts and/or folders are maintained for each student. These are reviewed on a weekly basis for the purposes of monitoring, assisting, and re-assessing.

Weekly tests are administered to determine growth in specific academic areas.

Profile charts on behavioral patterns are maintained to assist in the monitoring of behavior. Behavioral modification through attitude and interest surveys will be conducted.

A choice of the School Attitude Survey, Stanford Achievement Test, California Achievement Test, Metropolitan Test, and teacher-made tests are employed to measure specific growth pertaining to outlined objectives.

Daily counseling sessions are scheduled, in accordance with HRS guidelines.

H. PROJECTED BUDGET

Academic instructors are generated through FTE.

Counselors and child care workers affiliated with HRS are budgeted through HRS funds.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

School tours are arranged for parents, either during the school day when parents can observe the environment in which their children learn, or after school when tours are more convenient for parents who work.

Community leaders are invited to speak with the students on a regular basis. Members of the business community become involved from time to time.

HRS and the Department of Corrections provide counselors, psychologists, mental health workers, and other services.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Specific courses in employability skills are taught. Activities include becoming familiar with forms, requirements, methods, and techniques in the world of work.

Career awareness labs are utilized.

Community and business resources are utilized whenever possible.

K. PROGRAMS INVOLVED

1. Better Outlook
2. Dade Halfway House
3. Miami Halfway House
4. Dade Marine Institute
5. Pre-Trial Detention Center
6. Miami TRY Center
7. Biscayne Bay Marine Institute
8. McLamore Children's Home Society
9. Miami Bridge North
10. Miami Bridge South
11. Dade Intensive Control

(A) District/Agency Name DADE

(B) Program Name Youth Services/HRS

(C) Effective Approval Date _____

(D) Termination Date _____

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(E) District/Agency Number 13

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Contracts	$220,000.			
		Personnel	760,000.			
		Supplies	18,500.			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$998,500.			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

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(12) CERTIFICATION: *(Complete on last page only)*
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SECTION IV

ADDITIONAL DROPOUT PREVENTION PROGRAMS

DROPOUT PREVENTION REBATE PROGRAM

A. GOALS AND OBJECTIVES

Goal:

To provide dropout prevention strategies that will reduce/prevent students from dropping out of school before high school graduation.

Objectives:

1. By the end of the school year, 65 percent of the target group of 100 potential dropouts from each secondary school that is selected from the Dropout Profile printout will remain in school throughout the school year.

2. Upon completion of the school year, at least 65 percent of the selected students at each school will be rebated at $50 per student that met the criteria of the program.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

1. Students selected must appear in the Dropout Profile printout prepared by MIS (Management Information System).

2. Students selected must meet three or more dropout characteristics as indicated on the dropout profile.

3. Students selected must demonstrate as one of the factors, poor attendance patterns.

4. For senior high schools, the selection must be based upon students who are age 16 or over.

C. STUDENT ADMISSION PROCEDURES

This program serves any secondary level student presently attending school and listed on the Dropout Profile printout. (See Section B).

D. PROGRAM OPERATING PROCEDURES

This program gives each secondary school the opportunity to develop a dropout prevention program targeting 100 potential dropouts for intensive services. In addition, schools are to select ten alternates to replace students who legally transfer to other schools or school districts. A rebate of $50 per student will be given at the end of the school year for each student who remains in school. The maximum that any school may receive is $5,000.

Each school, upon developing their school-based approach to this program, will include it in the School-Based Student Service Plan.

A performance criteria must be adhered to:

1. Students must be in attendance for at least 150 days, and remain registered at the end of the school year.

2. Students must, compared to their previous year's record, demonstrate improved attendance.

3. Students must meet the criteria for promotion to the next grade level, as stipulated in the Pupil Progression Plan.

4. Students must demonstrate improved conduct as compared to their previous school year's conduct grades.

The program will use the following school-based resources in a team effort to provide the intensive services to the students:

1. Assistant Principal(s)
2. Counselor(s)
3. Occupational/Placement Specialist
4. Work Experience Teacher
5. Visiting Teacher
6. Registrar
7. Any other itinerant school-based personnel and programs.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

All school-based personnel listed under section "D" must be certified. Areas of certification will vary according to the appropriate position the individual person holds.

F. STAFF DEVELOPMENT ACTIVITIES

The Department of Dropout Prevention will offer various workshops throughout the year in preventative techniques and activities to facilitate school personnel with the individual school plan.

G. EVALUATION PROCEDURES

A form for monitoring the progress of each student involved in the program has been developed by Management Information Systems to be printed each grading period exclusively for the 100 selected students and the ten alternates. This printout will include the following:

1. Student's name
2. Identification numbe.

3. Grade
4. Date of birth
5. Age
6. Sex
7. Ethnicity
8. Number of absences for previous and present school year
9. Number of tardies for previous and present school year
10. Withdrawal date and code
11. Student's conduct grade for previous and present school year
12. Number of subjects failed in the current grading period

The dropout prevention coordinators will be responsible for the monitoring and will forward a copy of the quarterly printout to each of the secondary schools.

H. PROJECTED BUDGET

The budget will be provided through Chapter II funds totaling $95,000, and $290,000 will be funded from Part I of the budget. The total budget is $385,000.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

In addition to the Parent/Teacher Association and Citizen Advisory Council which function at each school, parents, community members, and business persons serve as resources to the school. They may assist the schools in providing tutoring, contacting parents by telephone, speaking to students regarding careers, assisting in field trips, and serving as voluntary aides to teachers.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Through the occupational/placement specialist, students will receive information and assistance regarding employability skills and career awareness activities. The work experience teacher will enhance this component objective in the classroom to those students participating in both, the Rebate and Work Experience programs.

K. PROGRAMS INVOLVED

The Dropout Prevention Rebate Program is offered at all 80 secondary schools in Dade County including the alternative schools. (See list of schools on pages 173 and 174 in the appendix).

(A) District/Agency Name Dade

(B) Program Name Dropout Prevention Rebate Program

(C) Effective Approval Date _____

(D) Termination Date _____

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(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Chapter II funds	95,000			
		District Sources	290,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$385,000			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY)

A. GOALS AND OBJECTIVES

Goals:

The goals of the HIPPY Program are to:

1. Encourage parents support and involvement with their child at home
2. Establish a routine work-time for using program materials
3. Improve communication skills of parent and child
4. Involvement of parents at training meetings on a bi-weekly basis
5. Encourage enrollment of parents into continuing education programs

Objectives:

1. By the completion of the second year of the HIPPY Program, 75 percent of the students enrolled in kindergarten will score at grade level, as measured by the Stanford Early School Achievement Test (SESAT).
2. By the end of the second year, 80 percent of the first year students will continue and complete the program successfully.
3. During a two year period of time, ten percent of the parents participating in the program will enroll in a continuing education program.

B. SPECIFIC ELIGIBILITY CRITERIA

HIPPY is a voluntary program. In order for a child to enroll in the program, the following criteria must be met:

1. A child must be age four by September 1.
2. A child must enroll in the program for two years.
3. The parent must agree to attend bi-weekly meetings.
4. The parent must agree to teach the child the lessons daily.

C. STUDENT ADMISSION PROCEDURES

1. Letters are mailed to parents with information regarding the program from each of the four neighborhood schools -- Buena Vista,

Holmes, Little River, and Orchard Villa Elementary.

2. Parents who have preschool children and are interested in teaching their child at home are eligible to enroll their child.

D. PROGRAM OPERATING PROCEDURES

Two parent aides are assigned to work with 25 families each at the four neighborhood schools. Their duties involve visiting the homes of participating parents on a bi-weekly basis to deliver materials and check on the daily lessons. Parents are responsible for teaching their child for 15 minutes daily, utilizing an individualized approach.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Parent aides are hired according to the Dade County Public Schools procedures.

A part-time coordinator and part-time teacher are responsible for coordination of the HIPPY Program activities. Personnel must meet the qualifications for the various positions as required by the local educational agency and the State Department of Education.

F. STAFF DEVELOPMENT ACTIVITIES

Staff Development Activities for Parent Aides

Ongoing staff development is provided to parent aides for approximately three to four hours bi-weekly. The parent aides are taught how to use the program materials that have been developed for all program participants (parent and child). The parent aides are involved in role playing, pasting, cutting, and teaching activities that they must introduce to parents. New lessons are delivered to the homes of parents during the odd week when there is no planned group meeting. The aide must request to see the child's completed weekly lessons, and discuss any issues raised by parents regarding the child's work. They must demonstrate an understanding of the material at weekly meetings before it is introduced to parents. In addition, parent aides are encouraged to enter into continuing education programs that will prepare them for better job positions.

Staff Development for Parents

Parents must attend bi-weekly workshops in order to learn how to teach their child at home. In addition, enrichment activities are provided for lesson expansion. Consultants are invited to speak with parents regarding subjects about which they requested additional information. This inservice activity is scheduled by the part-time coordinator and part-time teacher. During the course of the year, parents are asked to demonstrate and/or share ideas used to expand the lesson concept.

Staff development activities are related to the 30 weekly lessons that will be covered during the year in language, sensory discrimination, and problem solving skills.

G. EVALUATION PROCEDURES

At the end of the second year, children continuing in the HIPPY Program as well as other kindergarten children will be administered the SESAT during the month of April. A comparison study will be made of children involved in the HIPPY Program and children who have not participated in a preschool program.

A tracking system will be in place for those children enrolled in the HIPPY Program during the elementary experience.

H. PROJECTED BUDGET

The preschool program is funded by the Dade County Public Schools, the National Council of Jewish Women, and the Zayre Corporation.

	Private Organizations	State Grant	DCPS	Total
First 100 students -	NCJW $ 6,000	$28,830		$34,830
Second 100 students -	Zayre's 15,000		$15,000	30,000
				$64,830

I. PARENT/COMMUNITY/BUSINESS ACTIVITIES

Due to the nature of this program, parents in selected communities are able to volunteer for the HIPPY Program. (Refer to sections A, B, D, and F.)

In addition, Dade County Public Schools, the Zayre Corporation, and the National Council of Jewish Women are jointly funding the HIPPY Program.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The HIPPY Program goals and objectives are meant to prepare preschool age youngsters to be successful upon entering the regular school program. It is hoped that at the conclusion of the HIPPY Program, parents will continue to support their children at home in various learning activities, which may include career awareness activities.

K. PROGRAMS INVOLVED

Buena Vista Elementary
Holmes Elementary
Little River Elementary
Orchard Villa Elementary

(A) District/Agency Name: Dade

(B) Program Name: Home Instruction Program for Preschool Youngsters

(C) Effective Approval Date: _____

(D) Termination Date: _____

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(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Zayre Corporation	15,000			
		National Council Jewish Women	6,000			
		State Grant	28,830			
		District Sources - Part I of budget	15,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	64,830			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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WORK EXPERIENCE PROGRAM

A. GOALS AND OBJECTIVES

This program is preventative, preparatory, and sometimes remedial in nature. The program is preventative in that it encourages students to remain in school by providing relevant education which tends to lessen the dropout rate. It is preparatory in that it gives employability skills through employer-employee relations, actual work experience and helps the individual in acquiring a basis from which to choose a vocation. The program permits students to earn money while in a supervised school program, which is often a necessity for many youngsters to continue their education. Basically, this program is for the disadvantaged. However, there are instances where individuals are not disadvantaged but need this type of an experience to provide the incentive that encourages remaining in school.

Goals:

1. To provide the kind of guidance and experience in school and on-the-job that will allow for direction and aid in personal adjustment, individual pupil motivation, and a desire to remain in school

2. To provide for purposeful flexibility in its efforts to encourage students to not only remain in school, but to develop their thinking, self-image, and aspirations to a point that would permit youngsters to move back into the mainstream of the school curriculum

Objectives:

1. By the February FTE week, 100 percent of the students in the Work Experience Program would have had an on-the-job training experience.

2. The annual dropout rate among Work Experience students will be no greater than that of the entire school district as measured by districtwide data collection procedures.

3. By the end of the fifth day in the Work Experience Program, 100 percent of the students in the Work Experience Program, will be counseled and objectives for a plan of personal improvement will be established as per the Individualized Guidance Program and Admission Criteria.

4. By the end of the school year, 80 percent of the students will be able to successfully master 70 percent of the intended outcomes as listed in the work experience curriculum framework.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

The Work Experience Program serves a variety of the student population:

1. Students must be in grades 7-10, ages 14 and above.

2. Students must have signed permission from a parent or guardian, possess a social security card, and meet a least **one** of the following characteristics:

   a. Truancy problem
   b. Need to work to continue education
   c. Deprived economically
   d. Negative attitudes concerning working, school, and society
   e. Poor self-concept
   f. Alienated
   g. Discipline problems
   h. Half-day performances (limited attention span)
   i. Overage in grade
   j. Not relating to class work
   k. Lack of interest in other school programs

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. OPERATING PROCEDURES

Students are scheduled into Work Experience Related Instruction and Work Experience On-the-Job.

Work Experience Related provides for an understanding of the development of employability skills and job attitudes that will assist the student in acquiring, maintaining, and advancing on-the-job; developing work related job skills; and remediating basic skills.

Work Experience On-the-Job is designed to provide occupational experiences through part-time employment to expose the student to a variety of planned, paid, learning experiences in the labor market. The work experience teacher locates and/or approves safe employment stations, and visits the work sites of the students periodically.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

The programs are operated by certified teachers, with at least two years teaching experience in public or non-public schools.

The teachers must furnish documentary evidence from former business and industry employers to verify a minimum of one year successful occupational experience.

Additional course work in the field of cooperative vocational education is required for certification in work experience.

F. STAFF DEVELOPMENT

Teachers are required to attend:

. Inservice subject meetings
. Authorized scheduled inservice workshops and seminars

Inservice workshops cover such areas as, but are not limited to:

1. Federal, state labor laws
2. Age certificates, training agreements
3. Course requirements for graduation
4. Teacher/student scheduling
5. On-the-job coordination techniques
6. Public relations and the work experience teacher
7. Work Experience Program review
8. Student identification and selection
9. New instructional materials

G. EVALUATION PROCEDURES

The student's achievement is measured in criterion-referenced terms. The student's employer's observation of both skill and attitudes are measured each term. The training plan is modified in light of a student's actual performance.

The teacher observes the student regularly on-the-job. Conferences with the student, employer, and teacher are routinely held to determine the students progress on-the-job.

Teachers are evaluated by their school principals through the use of the TADS system. Periodic observations are made by the Work Experience Coordinator of the Office of Vocational, Adult, and Community Education.

H. PROJECTED BUDGET

Funds are generated through FTE. The total amount is $$2,773,324

I. PARENTS/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

The Work Experience Program involves nearly 1,500 businesses as employers of Work Experience Program students. The Work Experience Advisory Committee is composed of parent/community/business/industry leaders who share their knowledge with the school system.

During the year, teachers invite employers to share their occupations with students. Parents may meet periodically with teachers to assess

the progress of the student in the classroom and on-the-job.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Employability skills is the major component of the work experience curriculum.

After successfully completing this program, the student will be able to:

1. Secure and terminate a job
2. Maintain employment
3. Develop an awareness of careers
4. Determine the need for continuing education
5. Manage personal finances
6. Maintain personal hygiene and health
7. Function in the free enterprise system
8. Demonstrate personal and social skills

K. PROGRAM INVOLVED

The Work Experience Program is offered at the junior and senior high school levels in Dade County. (See list of schools on pages 173 and 174 in the Appendix).

(A) District/Agency Name: Dade

(B) Program Name: Work Experience

(C) Effective Approval Date: _____

(D) Termination Date: _____

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(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of ___/___/___	(6) Undisbursed Balance	(7) Current Disbursement Reported
		These funds are FTE generated	2,773,324			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	2,773,324			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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OPERATION TURNAROUND

A. GOALS AND OBJECTIVES

The following are project goals and objectives:

Goals:

1. To significantly increase parent involvement at the three schools and to develop an improved sense of community pride in each of these schools

2. To instill in each child at the three schools a love for learning and a belief in self-determination and the achievement of goals

Objectives:

1. To raise significantly the achievement levels of students at Orchard Villa, Holmes, and Little River Elementary Schools as measured by the Stanford Achievement Test scores of the previous year.

2. Over 50 percent of the staff will have developed a positive perception with respect to the children they teach, and the children's potential for growth.

3. Disicpline referrals of students will be decreased by 25 percent each marking period when compared to the conduct grades of the last marking period.

B. SPECIFIC STUDENTS, ELIGIBILITY CRITERIA

The Turnaround project serves disadvantaged students who live within the boundaries of the three Turnaround schools -- Orchard Villa, Holmes, and Little River Elementary Schools.

C. STUDENT ADMISSION PROCEDURES

Students entering any of the Turnaround schools must meet the required qualifications as other students wishing to gain entrance into a Dade County public school.

D. PROGRAM OPERATING PROCEDURES

A Coordinating Council for the three schools is in operation. Membership of the Coordinating Council will include the three principals, the three Faculty Steering Council chairpersons, two UTD representatives (designated by the Union), two Dade County Public Schools representatives appointed by the Superintendent of Schools,

the North Central Area Superintendent, and the area line director of the three schools. The Coordinating Council will serve to monitor and review the progress of Operation Turnaround and address any issues/problems that may arise in the implementation of the project.

This program is designed to improve the learning environment and academic performance of students in three selected inner-city elementary schools -- Holmes, Little River, and Orchard Villa. Operation Turnaround aims specifically at eliminating systemic and personnel deficiencies as a means by which to improve the quality of education for disadvantaged students.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Standard qualifications and certification for elementary teachers must be met. Teachers are also provided with inservice training in diagnostic/prescriptive teaching, and, where appropriate, Primary Education Program (PREP) training.

F. STAFF DEVELOPMENT ACTIVITIES

Staff development has been provided by the Basic Skills Department in an ongoing manner for the past six years. Teachers in the three Operation Turnaround schools are trained in reading, writing, and mathematics instruction, with assistance in developing skills in planning, classroom management, and home/school cooperation.

G. EVALUATION PROCEDURES

The program is evaluated annually in terms of student performance on the Stanford Achievement Test. Normal Curve Equivalents are also calculated for Chapter 1 students to meet Federal reporting requirements. In addition, student performance on the State Student Assessment Test (grades 3 and 5) is monitored closely.

H. PROJECTED BUDGET

Each of the three Turnaround schools will have a primary specialist and an intermediate specialist, who will work directly with and assist the principal in, developing a well-balanced instructional program. The cost for those positions is approximately $225,850 for the three schools served.

I. PARENT/COMMUNITY/BUSINESS DEVELOPMENT ACTIVITIES

In addition to each school's Parent Teacher Association, the Turnaround schools are members of the Schools and Neighborhood Intervention Consortium. This Consortium is an effort to link schools and community agencies together, having as its goal to work together solving problems jointly, rather than individually.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The basic skills of reading, writing, and mathematics are inherently employability skills. Career awareness, especially in Chapter 1 classes, must be incidental to the basic skills. In most situations, this is done through oral language and language experience activities.

K. PROGRAMS INVOLVED

Holmes Elementary School
Little River Elementary School
Orchard Villa Elementary School

(A) District/Agency Name: Dade

(B) Program Name: Operation Turnaround

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Six Program Specialist	225,850			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	225,850			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11)		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

150

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

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Certified Correct _____
Finance Officer or Authorized Representative

Date / /

DOE USE: Audited by _____ Date: / /

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READING AND MATHEMATICS TUTORIAL PROGRAMS

A. GOALS AND OBJECTIVES

The goal of the Reading and Mathematics Tutorial Programs is the same: Through individual or small group tutoring situations, the expectations are to remediate deficient skills hindering academic progress and enable the participants to realize they are capable of being successful in school.

Specific Objectives:

1. By the end of the school year, 80 percent of the students in the tutoring program will have doubled their percentile ranking in reading and/or mathematics.

2. Over 50 percent of the students, by the end of the first semester, will have reduced unexcused absences by 85 percent.

3. Discipline referrals for participants in the program will be reduced by 50 percent per year, when compared with those prior to entrance in the program.

B. SPECIFIC STUDENTS, ELIGIBILITY CRITERIA

Students are eligible for the Reading Tutorial Program if they score 20 percent or below on at least two out of three subtests of the Woodcock Reading Mastery Tests. Eligibility for the Mathematics Tutorial Program is based upon a stanine of 4 or better in Reading Comprehension along with a stanine of 1 or 2 on either of the Mathematics subtests of the Stanford Achievement Test administered during the previous spring. Students may not be currently served by either Compensatory Education or Exceptional Student Education. ESOL students must be at least at Level 4.

C. STUDENT ADMISSION PROCEDURES

Students are eligible for the tutorial programs in grades 1 (repeaters only) through 6 in both elementary and middle schools in the Dade County Public Schools. Private school students may also be accepted who meet the same criteria if their parents provide transportation to a Dade County public school with a tutorial program (assuming that the tutor is not already at capacity).

D. PROGRAM OPERATING PROCEDURES

The administrators at each school are responsible for identifying a suitable tutor and contacting the Tutorial Office. When at least one student has been identified as eligible for either the reading

or mathematics tutorial program, funds are transferred to that school to cover the cost of both tutoring and testing, so that, in effect, the Tutorial Programs cost the school nothing.

E. QUALIFICATION OF PROGRAM PERSONNEL

Tutors must be certified teachers. Certification may be in elementary education, learning disabilities, reading or mathematics (as appropriate). Teachers may be full-time employees who tutor either before or after the regular school day or part-time employees who work on a "pull-out" basis.

F. STAFF DEVELOPMENT ACTIVITIES

A reading specialist is available in the office for training tutors in administering the Woodcock Reading Mastery Tests or for any other service a school may need in connection with these programs.

G. EVALUATION PROCEDURES

Students' progress in reading is determined by giving alternate forms of the Woodcock Reading Mastery Tests as pre- and post-tests and comparing percentiles. Students' progress in mathematics is determined by progress on the Stanford Achievement Test as well as by better achievement in the classroom.

H. PROJECTED BUDGET

Approximately $165,000 was expended on salaries for tutors in 1985-86. It is anticipated that the total for 1986-87 will be higher since Mathematics Tutorial Programs became available to all elementary and middle schools as of September, 1986. In 1985-86, four schools piloted the Mathematics Program.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Parents are informed of their children's progress four times a year with a written report, which is usually included in the student's report card. In addition, tutors are encouraged to discuss with parents activities, games, and materials, which may be used at home to reinforce either reading or mathematics skills.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Discussion of employability skills and career awareness would be incidental to the Reading and Mathematics Tutorial Programs. Neither is an integral component of instruction.

K. SECONDARY SCHOOL TUTORING

A secondary school tutorial program, also funded by the Department of Basic Skills, serves three middle/junior high schools:

Carver Junior
Homestead Junior
Richmond Heights Junior

Last year the program served 157 students at a cost of $10,735. An administrator in the Office of Vocational, Adult, and Community Education, oversees the operation of the tutorial project.

(A) District/Agency Name: Dade

(B) Program Name: Reading & Mathematics Tutorial Programs

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Salaries	165,000			
		Tutorial Service- Last of salaries	10,735			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	175,735			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION *(Complete on last page only)*

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CAREER AWARENESS/BASIC SKILLS (CABS) PROGRAM

A. GOALS AND OBJECTIVES

1. By the completion of a specific learning activity package (LAP), when using the validated pre/post-test for the LAP, students will show gains in career-oriented basic skills.

2. By the completion of a specific learning activity package (LAP), students will express more positive attitudes toward their school subjects as measured by anecdotal records and teacher observations.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

There are no specific student eligibility criteria. The CABS Program should be utilized primarily in a classroom situation. By design, the equipment and supplies needed for hands-on activities in the CABS LAP's are readily available and usable by the classroom teacher. The program can be implemented with the following groups:

- elementary students (grades K-6, all ability levels)
- students in exceptional student programs
- middle/junior high school students who need remedial work
- students learning English as a second language

C. STUDENT ADMISSION PROCEDURES

There are no student admission procedures. CABS is a flexible program. It can be used with the groups noted under "Specific Student Eligibility Criteria." It can be used exactly the way it was written, or it can be extended or modified to meet special needs.

D. PROGRAM OPERATING PROCEDURES

CABS is a total program that contains teacher materials, student materials, motivational posters, and evaluation instruments, as well as staff development component for training teachers and support personnel.

By the nature of CABS, the number of schools implementing the program can vary. Similarly, the number of teachers implementing the program within a school can range from one to the total faculty.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

Special staff is not required to implement CABS; the program can be implemented fully by classroom teachers. The program is an "infusion" rather than an "add-on" or "pull-out" activity. Prior

to program installation, teachers should participate in an inservice education workshop, which can be provided by trained facilitators from the Dade County Public Schools' Department of Career Education.

F. STAFF DEVELOPMENT ACTIVITIES

A component design offering ten master plan points is available through the Dade-Monroe Teacher Education Center. As an alternative to this workshop led by trained facilitators, a training package consisting of a fifty-minute videotape and a facilitator's guide has been developed.

G. EVALUATION PROCEDURES

An evaluation study was conducted in four Dade County Public Schools during the 1984-85 school year. A total of 1,916 grade 1-6 students (957 from two treatment schools and 959 from two control schools) participated in the formal evaluation.

As a result of exposure to CABS, students in program (treatment) schools performed significantly better on measures to assess career-oriented basic skills (i.e., reading, math, and writing skills demonstrated in work-related contexts) than did students in comparable (control) school settings. This claim is supported by analyses of covariance that produced statistically significant ($p < .05$) differences favoring the CABS treatment group in nine out of ten possible comparisons. A copy of the complete study is available upon request.

H. PROJECTED BUDGET

Schools purchase the instructional materials through various accounts in their budgets. A "matching funds" program is available through the district to assist the schools.

I. PARENT/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

Parents, community members, and business persons serve as resources to classroom teachers implementing the program. They can assist students with the construction of hands-on projects; can speak to students regarding careers studied; or can invite classes to take field trips to actual job sites.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The CABS Program was developed to meet the important educational need of infusing career awareness activities into academic subject matter. Students gain:

- appreciation for the value of work

- appreciation for worthiness of jobs at all levels
- concepts of teamwork and cooperation
- insight into various careers
- knowledge of employability skills

K. PROGRAMS INVOLVED

The Career Awareness/Basic Skills (CABS) Program is implemented in 43 elementary and 3 middle/junior high schools. (See page 175 in the Appendix).

(A) District/Agency Name: Dade

(B) Program Name: Career Awareness/Basic Skills Program

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(E) District/Agency Number: 13

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
	5148	Educational Specialist 1 @$40,248.00	$40,248.00			
	5148	Educational Specialist 1 @$30,001.40	30,001.40			
		Secretary- 1 @$13,470.60	13,470.60			
		Retirement	17,162.60			
		Group Insurance	7,185.00			
		Vista	1,260.00			
		Substitutes	15,000.00			
		Printing	35,000.00			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	$159,327.60			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

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CAREER AWARENESS LABORATORY PROGRAM

A. GOALS AND OBJECTIVES

Goals:

The program is designed to motivate the unmotivated, disinterested, and unsuccessful student who could become a potential dropout. The high incentive program is a positive step for dropout prevention.

Objectives:

1. By the end of the school year, negative attitudes towards education will be lessened and an increase in student attendance will be shown for the target population. The measurement of this will be the attendance record.

2. Over 50 percent of the students in the program will, by the end of the school year, express a more positive attitude towards school as measured by a school attitude survey.

3. Discipline referrals for participating students will be 50 percent less per year than the last year in which they were enrolled in the traditional program.

B. SPECIFIC STUDENT ELIGIBILITY CRITERIA

The career laboratory serves a variety of the student population:

1. It is offered to mainstream students in grades 4-6 in some schools.

2. At the middle/junior high school level, it is offered to eighth and ninth grades in severely emotionally disturbed classes, and to students enrolled in other exceptional student education classes.

3. It is also offered in alternative education classes to students designated as unmotivated and disinterested, or potential dropouts.

C. STUDENT ADMISSION PROCEDURES

See "B" above.

D. PROGRAM OPERATING PROCEDURES

Students are programmed into the career laboratories for a total of 120 minutes per week, where possible. They visit the laboratory either three times a week for forty minute segments, or two times a week for one hour.

One class period is set aside for total group instruction each week. The other time segments are used in "hands-on" experience. An educational specialist, located at the district office, maintains close contact with each of the laboratories and orders supplies as needed. The educational specialist provides training for laboratory personnel, lends support, and gives assistance, where needed.

E. QUALIFICATIONS OF PROGRAM PERSONNEL

The laboratories are operated by certified teachers, who have been trained in career education and the use of the equipment in the laboratory. A few laboratories are operated by aides/assistants who have received the same career awareness laboratory instruction. The laboratory personnel should present themselves as role models to their students.

F. STAFF DEVELOPMENT ACTIVITIES

All laboratory personnel must go through days of extensive training on the equipment in order to function as a laboratory employer. Generally, it takes between four and five days to complete the training. In addition, two or three inservice programs are provided for the program personnel during the school year. New instructional materials are presented and demonstrated for the laboratory personnel.

G. EVALUATION PROCEDURES

Before students are permitted to use any of the equipment in the laboratory, they must read the learning activity packages and pass comprehensive tests pertaining to each specific activity.

Teachers are evaluated by their school principals through the use of the Teachers Assessment Developmental System (TADS). Periodic observations are made by the Director of the Department of Career Education.

H. PROJECTED BUDGET

Not applicable. The funds are provided by the Dade County Public School System through Part I of the budget.

I. PARENTS/COMMUNITY/BUSINESS INVOLVEMENT ACTIVITIES

The career laboratory employer (teacher) arranges for a career day or a career week which involves parents/community/business/industry as presenters for the entire school. During the year, the career lab employer (teacher) invites parents to share their careers with students as well as members of the immediate community to visit

classes. There are 26 career laboratory sponsors involving business/industry community. Contributions range in value from $9,000 per organization to nominal donations in material and supplies.

J. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Teaching employability skills in the career awareness laboratory is a major focus of the program. Career awareness activities are the essence of having a laboratory. See "A" above.

K. PROGRAMS INVOLVED

The Career Awareness Laboratory Program is in 26 elementary and 3 middle/junior high and senior high schools. (See page 176 in the Appendix).

(A) District/Agency Name: Dade

(B) Program Name: Career Awareness Lab

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY
AND DISBURSEMENT REPORT

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(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
	5144	Teachers - 11 @ $28,250.00	$310,750.00			
	5144	Teachers in Mobile & Regular Career Lab 2@ $31,500.00	63,000.00			
	5145	Teacher Aide-1 @ $12,418.00	12,418.00			
	5145	Teacher Aide - 10 @$12,750.00	127,500.00			
	5148	Educational Specialist - 1 @$42,000.00	42,000.00			
	5150	Hourly Employee 5@$ 3,010.20	15,051.00			
		Retirement	113,911.94			
		Group Insurance	59,875.00			
		Vista	10,500.00			
	5144	Teacher - 16 @ $28,250.00*	452,000.00			
	5145	Teacher Aide - 16 @ $12,750.00*	204,000.00			
		Retirement	134,480.00			
		Group Insurance	76,640.00			
		Vista	1,340.00			
	5640	Equipment	12,000.00			
	5399	Printing	500.00			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	1,635,965.00			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

*Projected for Alternative Model Career Laboratory

(12) CERTIFICATION: *(Complete on last page only)*

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SECTION V

EXCEPTIONAL STUDENT EDUCATION

DROPOUT PREVENTION FOR STUDENTS ASSIGNED TO EXCEPTIONAL STUDENT EDUCATION

The needs of handicapped students are made an integral part of dropout prevention activities in all schools throughout the school system. The dropout profile is used to identify handicapped students who are in need of specialized counseling, instruction, and vocational training.

Vocational planning conferences are scheduled for all ninth grade handicapped students aimed at planning the courses necessary for successful employment following graduation. Transition conferences are scheduled with students, parents, and community agencies during the eleventh grade as a means of identifying services that will be required at graduation. Graduation requirements for those students seeking special diplomas have been developed to emphasize vocational training and supervised job placement prior to graduation. Career laboratories provide exceptional students at the middle school with simulated work experiences and emphasize the development of appropriate career goals and employability skills. Guidance activities are directed at career and personal needs. Job skill training programs located at business sites provide supervised vocational training for moderate to severely handicapped students at the secondary level.

Staff from the district and area offices assigned to exceptional student programs assist dropout prevention counselors and school-based personnel with the implementation of an individualized approach which reduces the likelihood of school dropout.

SECTION VI

STAFF DEVELOPMENT

General Information

The Bureau of Staff Development provides instructional staff development activities for interested personnel. These activities are scheduled throughout the school year and are designed to stimulate interest as well as improved classroom management operation.

The Professional Workshop component design provides an opportunity for a course to be offered one time to meet a specific need or to try out an idea for a specific course before preparing a component design to submit to the Teacher Education Center for approval. Appropriate topics for workshops that may be considered range from teaching study skills, the use of the newspaper in teaching, a survey of exceptionalities, mainstreaming and/or teachers as advisors program.

A workshop outline, pre- and post-tests and copies of the workshop handouts are necessary for approval of a workshop using this component design. The number of contact hours may vary from 10 to 18.

A variety of dropout prevention course components are presently available for interested instructional personnel. In addition, a list of these course components is provided, and a sample application for submission of proposal for an inservice activity.

INSTRUCTIONAL PERSONNEL COMPONENT DESIGNS
DROPOUT PREVENTION/REDUCTION

COMPONENT #	COMPONENT TITLE	MASTER PLAN POINT
5-01-106-4-0	Stress Management	010
5-01-108-2-0	Classroom Applications of Brain Research	010
5-01-109-2-0	Professional Workshop	010-018
5-01-115-2-0	Improving Student Test-Taking Performance	010
5-01-119-1-0	Effective Communication for Teachers	018
5-01-159-2-0	Microcomputer Word Processing	010
5-05-108-5-0	Professional Workshop - Health Education	010-018
5-05-112-5-0	Utilization of Community Health Resources	010
5-07-101-5-0	Professional Workshop - Language Arts (Bibliotherapy)	010-018
5-07-107-5-13	Literature for Adolescents 7-12	012
5-12-122-5-0	Metrozoo as a Classroom	010
5-13-101-5-0	Thinking Skills in Social Studies	012
5-13-121-5-0	Character/Citizenship Education	012
5-14-101-5-0	Selection, Evaluation and Adapations of Reading Materials (Meets reading requirement)	010
5-14-102-5-13	Language Experience Approach (Meets reading requirement)	012
5-15-100-5-0	Teaching Composition in the Elementary School	015
5-15-101-5-13	Composition for Middle and Junior High School	012
5-17-106-5-0	Methods of Teaching Reading to Limited English Proficient (LEP) Students	012
5-18-100-5-13	Reading in Content Areas for Middle and Secondary Teachers (Meets reading requirement)	012
5-80-101-4-0	Teacher-Student Relationships	015
5-80-102-1-0	Personality and Intergroup Communication	015
5-80-103-1-0	Promoting Parental Involvement	012-030
5-80-108-4-0	Enhancing Positive Self-Image and Interpersonal Awareness	012
5-81-103-2-0	Inquiry as a Teaching Strategy	010
5-82-101-3-0	Management of Student Conduct	010
5-83-101-2-0	Motivating the Reluctant Learner	010
6-03-103-4-0	Counseling with Multi-Ethnic Populations	012
6-03-109-2-0	Program Strategies - Dropout Prevention	010

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF STAFF DEVELOPMENT

PROPOSAL FOR AN INSERVICE ACTIVITY

(See instructions on attached sheet

Please Type or Print

TO: ☐ Director, Teacher Education Center Date: _____
☐ Director, Management Academy
☐ Director, Non-Instructional Training

A. INITIATOR

Name: _____ Position: _____

Work Location: _____ Phone: _____ Mail Code: _____

B. INSERVICE ACTIVITY (See Master Plan for Inservice Education)

Title of Component: _____

Component Number: _____

C. PARTICIPANTS

Target Group: _____

Number Expected: _____ Minimum Number: _____ Maximum Number: _____

D. INSTRUCTOR

Full Name: _____ Work Location: _____
(Attachments as required in the instructions)

E. SITE OF INSERVICE ACTIVITY (Name and address of site)

_____ Room Number: _____

F. DATES AND HOURS OF INSERVICE ACTIVITY

(This proposal must be received by the Division of Staff Development at least 30 days prior to the beginning date.)

Beginning Date: _____ Ending Date: _____

Actual Contact Hours: _____ Independent Activity Hours: _____ Total Hours: _____

Pre-registration Deadline (if applicable): _____

SCHEDULE OF SESSIONS (Attach additional sheet, if necessary)

Date	Hours	Date	Hours
_____	_____ to _____	_____	_____ to _____
_____	_____ to _____	_____	_____ to _____
_____	_____ to _____	_____	_____ to _____
_____	_____ to _____	_____	_____ to _____
_____	_____ to _____	_____	_____ to _____
_____	_____ to _____	_____	_____ to _____

MIS-12304 (Rev. 04-82)

G. ANTICIPATED COSTS

		Source of Revenue
Consultant Services	$_____	_____
University Resources	$_____	_____
Materials	$_____	_____
Substitutes	$_____	_____
Travel Expenses	$_____	_____
Other	$_____	_____
TOTAL	$_____	

H. APPROVALS

This activity is to be coordinated by _____
(Name)

_____ _____
Responsible Administrator Signature and date

_____ _____
Final Approving Administrator Signature and date

DO NOT WRITE BELOW THIS LINE.

_____ Approved for _____ MPP Infield _____ MPP Out-of-field

_____ Disapproved for the following reason(s): _____

_____

_____ _____
Assigned Staff Facilitator Signature and date

_____ _____
Departmental Director Signature and date

Comments:

Sequence Number Assigned: _____ Date Registration Kit Sent: _____

MIS-12304 (Rev. 04-82)

SECTION VII

EVALUATION

EVALUATION OVERVIEW

The Dade County Public School System has more than two dozen different programs which contribute to the district's dropout prevention effort. Although some of these programs are already being individually evaluated, the Office of Educational Accountability proposes to emphasize an evaluation plan that will address the overall district goals, those things that are common across all programs. It is anticipated that the various components of the dropout prevention programs described in the overall plan will be evaluated in the sense of:

a. determining whether the activities being performed are congruent with achieving the stated objectives.

b. where appropriate, assessing specified outcomes to determine whether stated goals have been achieved. Percent of dropouts recovered and returned to school, and reduction of dropout rates are the most obvious of these outcomes.

Among the questions to be addressed in evaluating programs which deal with students at risk will be the following:

- How many students are involved in the program?
- How have participants' attitudes toward school and work changed during the program?
- Has student attendance improved significantly?
- How effectively was the program managed?
- What is the current type and level of community involvement in the program?
- Have the students' behavior patterns improved as a result of participation in the program?

An early identification profile of potential school dropouts specifically designed for Florida school districts is due from Florida Atlantic University in December, 1986. (See Dropout Prevention: A Manual for Developing Comprehensive Plans, Florida Department of Education, September, 1986, pp. x-xi). This profile will be a very useful tool in constructing a general analytical framework for the common evaluation of all relevant programs with respect to dropout prevention.

Once a general profile is identified it should be possible to evaluate the effectiveness of each program directly in terms of its contribution to dropout prevention effort by defining its contribution in terms of effects on some selected set of the variables making up the profile. For example, suppose that the profile consists of a set of variables: absenteeism; poor grades; peer influence; attitudes toward school; poor self-concept. An elementary school program might then be evaluated with respect to dropout prevention particularly in terms of its effect upon attitudes toward school and upon self-concept. These results could then be compared to students with similar profiles who were not in the program, and follow-ups done in later years to observe ultimate outcomes (graduation or dropout), with at least some hope of relating them to the effects of particular early programs of prevention.

APPENDIX

LISTING OF DADE COUNTY PUBLIC SCHOOLS - 1986-87

ELEMENTARY SCHOOLS

WORK LOCATION	SCHOOL	TELEPHONE	ADDRESS & ZIP CODE	PRINCIPAL	AREA
0041	Air Base	258-3676	12829 SW 272 St Homestead 33032	Eugene Turano	S
0081	Allapattah	635-0873	4700 NW 12 Av 33127	Harold Jones	NC
0101	Arcola Lake	836-2820	1037 NW 81 St 33150	Shirlee Shatteen	NC
0121	Auburndale	445-3587	3255 SW 6 St 33135	Roger Shatanof	SC
0161	Avocado	247-4942	16969 SW 294 St Homestead 33030	Rita White	S
0201	Banyan	221-4011	3060 SW 85 Av 33155	Gloria A. Fisher	SC
0241	Bay Harbor	865-7912	1165 94 St Bay H Isl MB 33154	Nicholas Rinaldi	N
0261	Bel-Aire	233-5401	10205 SW 194 St 33157	Dr. Maurice Sullivan	S
0271	Bent Tree	221-0461	4861 SW 140 Av 33175	Donald Lape	SC
0321	Biscayne	868-7727	800 77 St MB 33141	Harriet Glick	N
0361	Biscayne Gardens	681-5721	560 NW 151 St 33169	Dr. Lynda Jolilvette	N
0401	Blanton, Van E.	696-9241	10327 NW 11 Av 33150	Alice Harrison	NC
0441	Blue Lakes	271-7411	9250 SW 52 Terr 33165	Christine Garnett	S
0461	Brentwood	624-2657	3101 NW 191 St Opa-locka 33055	Rosemarie Jaworski	N
0481	Bright, J. H.	885-1683	2530 W 10 Av Hialeah 33010	Dr. William Rosenberg	NC
0521	Broadmoor	691-0861	3401 NW 83 St 33147	Maxine Sconiers	NC
0561	Bryan, W. J.	891-0602	1200 NE 125 St NM 33161	Joseph Brusco	N
0601	Buena Vista	573-8181	3001 NW 2 Av 33127	Sylvia Cordero	NC
0641	Bunche Park	621-1469	16001 Bunche Pk Dr Opa-locka 33054	Betty Angel	N
0671	Calusa	385-0589	9580 W Calusa Club Dr 33186	James Gould	S
0651	Campbell Drive	245-0270	30700 SW 157 Av Homestead 33033	Delno Oliver	S
0661	Caribbean	233-7131	11990 SW 200 St 33177	Carmen Suarez	S
0681	Carol City	621-0509	4375 NW 173 Dr Carol City 33055	Jimmie L. Brown	N
0721	Carver, G. W.	443-5286	238 Grand Av Coconut Gr 33133	Rexford Darrow	SC
0771	Chapman, W.	245-1055	27190 SW 140 Av 33032	James L. Lanman	S
0801	Citrus Grove	642-4141	2121 NW 5 St 33125	Clara de la Torre	SC
0841	Coconut Grove	445-7876	3351 Matilda St Coconut Gr 33133	Jose Carbia	SC
0861	Colonial Drive	238-2392	10755 SW 160 St 33157	Bettye Meares	S
0881	Comstock	635-7341	2420 NW 18 Av 33142	Merwyn Levin	NC
0961	Coral Gables	448-1731	105 Minorca Av C Gables 33134	George E. Bowker	SC
1001	Coral Park	221-5632	1225 SW 97 Av 33134	Dr. Louis Manganiello	SC
1041	Coral Reef	235-1464	7955 SW 152 St 33157	Dr. Clarence Maschinot	S
1081	Coral Terrace	667-7581	6801 SW 24 St 33155	Dr. Michael Wagner	SC
1121	Coral Way	854-0515	1950 SW 13 Av 33145	Julia Lopez	SC
1161	Crestview	624-1495	2201 NW 187 St Opa-locka 33055	Jill Witlin	N
1531	Crowder, Thena	836-0012	757 NW 66 St 33150	Otto McQueen	NC
1241	Cutler Ridge	235-4611	20210 Coral Sea Rd 33189	Beulah Richards	S
1281	Cypress	271-1611	5400 SW 112 Ct 33165	Gary Morehouse	S
1331	Devon Aire	279-6710	10501 SW 122 Av 33186	Gloria Gray	S
1361	Douglas	371-4687	314 NW 12 St 33136	Catherine Dinkins	SC
1401	Drew, C. R.	691-8021	1775 NW 60 St 33142	Frederick Morley	NC
1441	Dunbar	573-2344	505 NW 20 St 33136	Maybelline Truesdell	SC
1481	DuPuis, J. G.	821-6361	1150 W 59 Pl Hialeah 33012	Dr. Edmund L. Burck	N
1521	Earhart, Amelia	688-9619	5987 E 7 Av Hialeah 33013	Patsy Mason	NC
1561	Earlington Heights	635-7505	4750 NW 22 Av 33142	Marietta Mischia	NC
1601	Edison Park	758-3658	500 NW 67 St 33150	Arletha Walton	NC
1641	Emerson	264-5757	8001 SW 36 St 33155	Livia Alonso	SC
1681	Evans, L.C.	691-4973	1895 NW 75 St 33147	Willie Mae Brown	NC
1721	Everglades	264-4154	8375 SW 16 St 33155	Dr. Frazier Cheyney	SC
1761	Fairchild, David	665-5483	5757 SW 45 St 33155	Dr. William Renuart	SC
1801	Fairlawn	261-6880	444 SW 60 Av 33144	Laura T. Bethel	SC
0761	Fienberg	531-0419	1420 Washington Av MB 33139	Marjorie Santayana	N
0762	Fisher	534-6180	1424 Drexel Av MB 33139	Paulette M. Martin	N
1841	Flagami	261-2031	920 SW 76 Av 33144	Dr. Stanley Dansky	SC
1881	Flagler, H.M.	443-2529	5222 NW 1 St 33126	Leticia Lauredo	SC
1921	Flamingo	691-5531	701 E 33 St Hialeah 33013	Kathy Astley	NC
1961	Floral Heights	635-8456	5120 NW 24 Av 33142	Fannie Thurston	NC
2001	Florida City	247-4676	364 NW 6 Av Florida City 33034	E. Genevieve Chandler	S
2021	Floyd, Gloria	255-3934	12650 SW 109 Av 33176	Johanna Teague	S
2041	Franklin, Benjamin	681-3547	13100 NW 12 Av 33168	Dr. David Felton	NC
2081	Fulford	949-3425	16140 NE 18 Av NMB 33162	Alberta Godfrey	N
2161	Golden Glades	624-9641	16520 NW 28 Av Opa-locka 33054	Anna E. Jackson	N
2241	Gratigny	681-6685	11905 N Miami Av 33168	Bernard Nissman	N
2261	Greenglade	223-5330	3060 SW 127 Av 33175	Jenisu Ansley	SC
2281	Greynolds Park	949-2129	1536 NE 179 St NMB 33162	Pearl Hornstein	N
2321	Gulfstream	235-6811	20900 SW 97 Av 33189	John Gardner	S
2331	Hadley, Charles	223-9883	8400 NW 7 St 33126	Margarita Alemany	SC
2341	Hall, Joe	223-9823	1901 SW 134 Av 33184	Barbara Bell	SC
2361	Hialeah	888-6709	550 E 8 St Hialeah 33010	Nelson Diaz	NC
2401	Hibiscus	852-3018	18701 NW 1 Av NMB 33169	Bob G. Butts	N
2441	Highland Oaks	931-1770	20500 NE 24 Av NMB 33180	Virginia Boone	N
2501	Holmes	836-3421	1175 NW 67 St 33150	Jeanette H. Goa	NC
2521	Hoover, Oliver	385-4382	9050 Hammock Blvd. 33196	Samuel B. Jerkins	S
2541	Howard Drive	235-1412	7750 SW 136 St 33156	Anthony Houghton	S

2581	Ives, Madie	651-3155	20770 NE 14 Av NMB 33179	Sally Blonder	N
2621	Johnson, J.W.	883-1357	735 W 23 St Hialeah 33010	Dr. William Rosenberg	NC
2641	Kendale	274-2735	10963 SW 93 St 33176	Donna Lozar	S
2651	Kendale Lakes	385-2575	8000 SW 142 Av 33183	Leonard Greenbaum	SC
2661	Kensington Park	649-2811	711 NW 30 Av 33125	Margarita Suarez	SC
2701	Kenwood	271-5061	9300 SW 79 Av 33156	Harold Schmitt	S
2741	Key Biscayne	361-5418	150 W McIntire St Key Bisc 33149	Elizabeth Carroll	SC
2761	King, Martin L.	836-0928	7124 NW 12 Av 33150	Beverly E. Nixon	NC
2781	Kinloch Park	445-1351	4275 NW First St 33126	Charles Collard	SC
2801	—Lake Stevens	625-6536	5101 NW 183 St Opa-locka 33055	Robert Keiser	N
2821	Lakeview	757-1535	1290 NW 115 St 33167	Shannon Warren	NC
2881	Leewood	233-7430	10343 SW 124 St 33176	Charlene Houghton	S
2901	Leisure City	247-5431	14950 SW 288 St Homestead 33033	Robert McKay	S
2941	Lewis, A. L.	247-3933	505 SW 8 St Homestead 33030	Gwendolyn Hines	S
2981	Liberty City	691-8532	1855 NW 71 St 33147	Ruby Poitier	NC
3021	Little River	754-7531	514 NW 77 St 33150	Dr. Carol J. De Laurier	NC
3041	Lorah Park	633-1424	5160 NW 31 Av 33142	Agenoria Paschal	NC
3061	Ludlam	667-5551	6639 SW 74 St S Miami 33143	Donald Schwartz	SC
3101	Martin, F.C.	238-3688	14250 Boggs Dr Richmond Hgts 33176	Ossie Hollis	S
3141	Meadowlane	822-0660	4280 W 8 Av Hialeah 33012	George Kovachy	NC
3181	Melrose	635-8676	3050 NW 35 St 33142	Dorothy Blake	NC
3241	Miami Gardens	625-5321	4444 NW 195 St Opa-locka 33055	Lew Leon	N
3261	Miami Heights	238-3602	17661 SW 117 Av 33157	Rosemary Brady	S
3281	Miami Lakes	822-7757	14250 NW 67 Av Hialeah 33014	Margarita Davis	N
3301	Miami Park	691-6361	2225 NW 103 St 33147	Dr. Gloria McPhee	NC
3341	Miami Shores	758-5525	10351 NE 5 Av 33138	Della Zaher	NC
3381	Miami Springs	888-4558	51 Park St Miami Springs 33166	Susan Lehrman	NC
3421	Milam, M.A.	822-0301	6020 W 16 Av Hialeah 33012	Diana Urbizu	N
3461	Miramar	576-9441	109 NE 19 St 33132	Dr. Meri Hegler	NC
3501	Morningside	758-6741	6620 NE 5 Av 33138	Dr. Paul Madsen	NC
3541	Moton, R.R.	235-3612	18050 Homestead Av Perrine 33157	Dr. Rasamma Nyberg	S
3581	Myrtle Grove	624-8431	3125 NW 176 St Opa-locka 33055	Cecil Daniels	N
3621	Naranja	258-3401	13990 SW 264 St Naranja 33032	Dr. Andrea Rosenblatt	S
3661	Natural Bridge	891-8649	1650 NE 141 St N Miami 33181	Juanita A. Lane	N
3701	Norland	652-6074	19340 NW 8 Ct 33169	Leo Strousberg	N
3741	North Beach	531-7666	4100 Prairie Av MB 33140	Dr. Michael Kesselman	N
3781	North Carol City	624-2615	19010 NW 37 Av Opa-locka 33055	Dorothy S. Sawyer	N
3821	North County	624-9648	3250 NW 207 St Opa-locka 33055	Gertrude Pope	N
3861	North Glade	624-3608	5000 NW 177 St Opa-locka 33055	Herbert L. Day	N
3901	North Hialeah	681-4611	4251 E 5 Av Hialeah 33013	Allen Starke	NC
3941	North Miami	949-6156	665 NE 145 St N Miami 33161	Patricia Parham	N
3981	North Twin Lakes	822-0721	625 W 74 Pl Hialeah 33014	Dr. Diana Esposito	N
4001	Norwood	653-0068	19810 NW 14 Ct 33169	Benedict Balser	N
4021	Oak Grove	945-1511	15640 NE 8 Av NMB 33162	Robert Russell	N
4061	Ojus	931-4881	18600 W Dixie Hwy Ojus 33160	Jeanne Friedman	N
4071	Olinda	633-0308	5536 NW 21 Av 33142	Lenora Smith	NC
4091	Olympia Heights	221-3821	9797 SW 40 St 33165	Clifford Herrman	SC
4121	Opa-locka	688-4605	600 Ahmad St Opa-locka 33054	Ada Barnes	N
4171	Orchard Villa	751-8581	5720 NW 13 Av 33142	Henry Mingo	NC
4221	—Palmetto	238-4306	12401 SW 74 Av 33156	Lawrence Feldman	S
4241	Palm Lakes	823-6970	7450 W 16 Av Hialeah 33014	Steven Lovelass	N
4261	Palm Springs	822-0911	6304 E 1st Av Hialeah 33013	Henry Haddon	NC
4281	Palm Springs North	821-4631	17615 NW 82 Av Hialeah 33015	Robert Gray	N
4301	Parkview	625-1591	176431 NW 20 Av Opa-locka 33056	Paul Shannon	N
4341	Parkway	653-0066	1320 NW 188 St 33169	Lois Lindahl	N
4381	Perrine	235-2442	8851 SW 168 St Perrine 33157	Dr. Ida Whipple	S
4401	Pharr, Kelsey L.	633-0429	2000 NW 46 St 33142	June Day	NC
4421	Pinecrest	667-5579	10250 SW 57 Av 33156	Bonnie Wheatley	S
4441	Pine Lake	233-7018	16700 SW 109 Av 33157	Clemencia Waddell	S
4461	Pine Villa	258-5366	21799 SW 117 Ct Goulds 33170	Dr. Willie Wright	S
4501	Poinciana Park	691-5640	6745 NW 23 Ave 33147	Lawrence Crawford	NC
4541	Rainbow Park	688-4631	15355 NW 19 Av Opa-locka 33054	Robert Thomas	N
4581	Redland	247-8141	24701 SW 162 Av Homestead 33031	Dr. David Booher	S
4611	Redondo	247-5943	18480 SW 304 St Homestead 33030	Estela Santiago	S
4651	Richmond	238-5194	16929 SW 104 Av 33157	Clarence Jones	S
4681	Riverside	545-5112	221 SW 12 Av 33030	Jesselyn Brown	SC
4721	Rockway	221-1192	2790 SW 93 Ct 33165	Tessa Gold	SC
4741	Royal Green	221-4452	13047 SW 47 St 33175	Michael Liebman	SC
4761	Royal Palm	221-7961	4200 SW 112 Ct 33165	Herbert Jacobson	SC
4801	Sabal Palm	651-2411	17101 NE 7 Av NMB 33162	Gertrude Edelman	N
4841	Santa Clara	635-1417	1051 NW 29 Terr 33127	Robert L. Heath	NC
4881	Scott Lake	624-1443	1160 NW 175 St 33169	David Dobbs	N
4921	Seminole	261-7071	121 SW 78 Pl 33144	George Suarez	SC
4961	Shadowlawn	758-3673	149 NW 49 St 33127	Dr. Dave Johnson	NC
5001	Shenandoah	643-4433	1023 SW 21 Av 33135	Judith Richardson	SC
5041	Silver Bluff	856-5197	2609 SW 25 Av 33133	Elba Machin	SC
5081	Skyway	651-5838	4555 NW 206 Terr 33055	Frederica Wilson	N
5121	Snapper Creek	271-2111	10151 SW 64 St 33173	Linda Stuart	S
5021	Sheppard, Ben	556-2204	5700 W 24 Av Hialeah 33106	Paul Papier	N
5201	South Hialeah	885-4556	265 E 5th St Hialeah 33010	Helen Stolte	NC

ELEMENTARY SCHOOLS

5241	South Miami	667-8847	6800 SW 60 St S Miami 33143	Lottie Downie	SC
5281	South Miami Heights	238-6610	12231 SW 190 Terr 33177	Jack Silberman	S
5321	Southside	371-3311	45 SW 13 St 33130	James McKenna	SC
5361	Springview	885-6466	1122 Blue Bird Av Mia Springs 33166	Dr. Amy Dansky	NC
5381	Stirrup E.W.F.	226-7001	330 NW 97 Av 33172	Jack Gibson	SC
5401	Sunset	661-8527	5120 SW 72 St S Miami 33143	Dr. Roberta Granville	SC
5421	Sunset Park	279-3222	10235 SW 84 St 33173	Dr. Elizabeth Faust	S
5431	Sweetwater	559-1101	10655 SW 4 St Miami 33174	Magali Acosta	SC
5441	Sylvania Heights	266-3511	5901 SW 16 St 33155	Lucy O. Williams	SC
5481	Treasure Island	865-3141	7540 E Treasure Dr MB 33141	Beverly Karrenbauer	N
5521	Tropical	221-0284	4545 SW 104 Av 33165	Robert Hudson	SC
5561	Tucker, F.S.	444-8203	3500 Douglas Rd 33133	Dr. Von Beebe	SC
5601	Twin Lakes	822-0770	6735 W 5 Pl Hialeah 33012	Samella Gaines	N
5641	Village Green	226-0441	12265 SW 34 St 33175	Camille King	SC
5671	Vineland	238-7931	8455 SW 119 St 33156	Dr. Betty Nowlin	S
5711	Walters, Mae	822-4600	650 W 33 St Hialeah 33012	William Kennedy	NC
5791	West Homestead	248-0812	1550 SW 6 St Homestead 33030	Dr. Esther Fernandez	S
5831	West Laboratory	661-7661	5300 Carillo Coral Gables 33146	Dr. Patricia Frost	SC
5861	West Little River	691-6491	2450 NW 84 St 33147	Glenda Harris	NC
5901	Westview	688-9641	2101 NW 127 St N Miami 33167	Dr. Richard Artmeier	NC
5931	Wheatley, Phyllis	573-2638	1801 NW 1st Pl 33136	Dr. Charlie Williams	NC
5951	Whispering Pines	238-7382	18929 SW 89 Rd 33157	Nereida Santa-Cruz	S
5961	Winston Park	386-7622	13200 SW 79 St 33183	Florence Kay	SC
5971	Young, Nathan	685-7204	14120 NW 24 Av Opa-locka	Annie Brown	NC

JUNIOR HIGH SCHOOLS

6011	Allapattah	634-9787	1331 NW 46 St 33142	Maria A. Jerkins	NC
6021	Arvida	385-7144	10900 SW 127 Av 33186	Drewry Clark	S
6031	Brownsville	633-1481	4899 24 Av 33142	Patricia Grimsley	NC
6061	Campbell Drive	248-7911	31110 SW 157 Av Homestead 33033	Onetha Gilliard	S
6051	Carol City	624-2652	3737 NW 188 St Opa-locka 33055	Robert W. Smith	N
6071	Carver, G.W.	444-7388	4901 Lincoln Dr Coral Gables 33133	Samuel Gay	SC
6081	Centennial	235-1581	8601 SW 212 St 33189	Robert Upham	S
6091	Citrus Grove	642-5055	2153 NW 3 St 33125	Stacey Jones	SC
6111	Cutler Ridge	235-4761	19400 SW 97 Av 33157	Dr. John Moore	S
6141	Drew, Charles R.	633-6057	1801 NW 60 St 33142	Robert Edwards	NC
6171	Filer, Henry H.	822-6601	531 W 29 St Hialeah 33012	Louise Harms	NC
6211	Glades	271-3342	9451 SW 64 St 33173	Thomas Zelenak	S
6221	Hammocks	385-0896	9889 Hammocks Blvd 33196	Roger Cuevas	S
6231	Hialeah	681-3527	6027 E 7 Av Hialeah 33013	Kennard Davis	NC
6241	Highland Oaks	932-3810	2375 NE 203 St 33180	Hal Blitman	N
6251	Homestead	247-4221	650 NW 2 Av Homestead 33030	James Chandler	S
6281	Jefferson T.	681-7481	525 NW 147 St 33168	Joseph P. Burke	N
6301	Kennedy, J.F.	947-1451	1075 NW 167 St N M B 33162	Florence Linden	N
6331	Kinloch Park	445-5487	4340 NW 3 St 33126	Dr. Dwight Witty	SC
6361	Lake Stevens	620-1294	18484 NW 48 Pl 33055	Thomas Smith	N
6371	Lee, Robert E.	576-2424	3100 NW 5 Av 33127	William R. Jones	NC
6391	Madison	836-2610	3400 NW 87 St 33147	Thelma Davis	NC
6411	Mann, Horace	757-9537	8950 NW 2 Av 33150	Dr. Marshall Stearns	NC
6431	Mays	233-2300	11700 Hainlin Mill Dr Goulds 33170	Robert Stinson	S
6441	McMillian, H.D.	385-6877	13100 SW 59 St 33183	Dr. John Aguire	SC
6461	Miami Edison Middle	754-4683	6101 NW 2 Av 33127	James Cash	NC
6501	Miami Lakes	557-3900	6425 M Lakeway East 33014	James Cerra	N
6521	Miami Springs	888-6457	150 Ryl Poinciana M Springs 33166	Steven Ladd	NC
6541	Nautilus	532-3481	4301 N Michigan Av M. B. 33140	Martin Zigler	N
6571	Norland	653-1210	1235 NW 192 Terr 33169	John Gilbert	N
6591	North Dade	624-8415	1840 NW 157 St Opa-locka 33054	Henry Pinkney	N
6631	North Miami	891-5611	13105 NE 7 Av N Miami 33161	Freddie Pittman, Sr.	N
6681	Palm Springs	821-2460	1025 W 56 St Hialeah 33012	Celia Puig	N
6701	Palmetto	238-3911	7351 SW 128 St 33156	Richard Kilmer	S
6721	Parkway	624-9613	2349 175 St Opa-locka 33055	Fred Damianos	N
6741	Ponce de Leon	661-1611	5801 Augusto Coral Gables 33146	Judith Martin	SC
6761	Redland	247-6112	16001 SW 248 St Rd Hmstd 33031	Norman Lindebald	S
6781	Richmond Heights	238-2316	15015 SW 103 Av 33176	Lemmie Deliford	S
6801	Riviera	226-4286	10301 SW 48 St 33165	Armando Sanchez	SC
6821	Rockway	221-8212	9393 SW 29 Terr 33165	Jim F. Davis	SC
6841	Shenandoah	865-8282	1950 SW 19 St 33145	Dr. Marta M. Bequer	SC
6861	Southwood	251-5361	16301 SW 80 Av 33157	Elliott Berman	S
6881	South Miami	661-3481	6750 SW 60 St 33143	Henry Pollock	SC
6901	Thomas, W. R.	223-2001	13001 SW 26 St 33175	Jeffrey Miller	SC
6911	Washington, B.T.	324-8900	1200 NW 6 Av 33136	James Hunt	SC
6961	West Miami	261-8383	7525 24 St 33155	Martin Kavanaugh	SC
6981	Westview	681-6648	1901 NW 127 St 33167	Darrel Berteaux	NC

SENIOR HIGH SCHOOLS

7011	American	557-3770	18350 NW 67 Av Hialeah 33015	Frederick Bertani	N
7071	Coral Gables	443-4871	450 Bird Rd Coral Gables 33146	Ralph Moore	SC
7111	Hialeah	822-1500	251 E 47 St Hialeah 33013	Francis G. Wargo	NC
7131	Hialeah-Miami Lakes	823-1330	7977 W 12 Av Hialeah 33014	William Noble	N
7151	Homestead	245-7000	2351 SE 12 Av Hmstd 33034	Percy Oliver	S
7201	Miami Beach	532-4515	2231 Prairie Av Miami Beach 33139	Ronald Ferrer	N
7231	Miami Carol City	621-5681	3422 NW 187 St Opa-locka 33056	Carnell White	N
7251	Miami Central	696-4161	1781 NW 95 St 33147	Matthew V. Lawrence	NC
7271	Miami Coral Park	226-6565	8865 SW 16 St 33165	Dan Wagner	SC
7301	Miami Edison	751-7337	6161 NW 5 Ct 33127	Craig Sturgeon	NC
7341	Miami Jackson	634-2621	1751 NW 36 St 33142	Freddie Woodson	NC
7361	Miami Killian	271-3311	10655 SW 97 Av 33176	Anthony Pariso	S
7381	Miami Norland	653-1416	1050 NW 195 St 33169	Robert Fowler	N
7411	Miami Northwestern	836-0991	7007 NW 12 Av 33150	Dr. George Koonce, Jr	NC
7431	Miami Palmetto	235-1360	7460 SW 118 St 33156	Peter Bucholtz	S
7461	Miami Senior	649-9800	2450 SW 1 St 33135	Diego Garcia, Jr.	SC
7731	Miami Southridge	238-6110	19355 SW 114 Av 33157	Dr. Frederick Rodgers	S
7511	Miami Springs	885-3585	751 Dove Av Miami Springs 33166	Charles Bales	NC
7531	Miami Sunset	385-4255	13125 SW 72 St 33183	Barbara Silver	SC
7591	North Miami	891-6590	800 NE 137 St N Miami 33161	Leonard Glazer	N
7541	North Miami Beach	949-8381	1247 NE 167 St N M B 33162	Bessie Gibson	N
7701	South Dade	247-4244	28401 SW 167 Av Homestead 33030	Dr. Miriam Stoodt	S
7721	South Miami	666-5871	6856 SW 53 St 33155	Dr. Warren G. Burchell	SC
7741	Southwest Miami	274-0181	8855 SW 50 Terr 33165	Dr. Glenda Crawford	S

OPPORTUNITY SCHOOLS

8121	C.O.P.E. Center North	836-3300	1749 NW 54 St 33142	Dr. Richard Strachan	* SSP
8131	C.O.P.E. Center South	233-1044	14580 SW 117 Av 33176	Dorothy Wallace	SSP
7254	Miami-MacArthur North	836-6030	9601 NW 19 Av 33147	Dr. Arthur Woodard	SSP
7631	Miami-MacArthur South	279-5422	11035 SW 84 St 33173	Ransom Hill	SSP
8101	Jan Mann Opp North	625-0855	16101 NW 44 Ct Opa-locka 33169	Dr. Walter Oden	SSP
2861	JRE Lee-Youth Opp. S	661-1551	6521 SW 62 Av 33143	Albert Villar	SSP

SPECIALIZED EDUCATIONAL CENTERS

0921	Cooper, Neva King	247-4307	151 NW 5 St Hmstd 33030	Melanie K. Revman	SSP
3221	Merrick	448-1639	39 Zamora Av Coral Gables 33134	Michael M. Exelbert	SSP

VOCATIONAL/ADULT EDUCATION

7012	American	557-3770	18350 NW 67 Av 33015	Arthur Stevens	** VA
7801	Baker Aviation	871-3143	3275 NW 42 Av 33142	Vincent Pavicic George Carr (evenings)	VA
7072	Coral Gables	443-4871	450 Bird Road Coral Gables 33146	Dr. Fred Pullum	VA
8139	Dorsey Skill Center	693-2490	7100 NW 17 Av 33147	James Washington, Jr.	VA
7841	English Center	455-7731	3501 SW 28 St 33133	Don Williams	VA
8221	Fienberg/Fisher Adult Cntr	531-0451	1424 Drexel Av Miami Beach 33139	Dr. Edward Gehret	VA
7112	Hialeah	822-1500	251 E 47 St Hialeah 33013	Joseph Buonassi	VA
7132	Hialeah/Miami Lakes	823-1330	7977 W 12 Av Hialeah 33014	Robert Villano	VA
8005	Lindsey Hopkins Tech	324-6070	750 NW 20 St 33127	Dr. Tom Coursey	VA
7253	Miami Agricultural Sch	696-6721	10200 NW 17 Av 33147	Wesley G. Ries	VA
7232	Miami Carol City	621-5681	3422 NW 187 St Opa-locka	Dr. Lawrence Sheely	VA
7272	Miami Coral Park	226-6566	8865 SW 16 St 33165	James Gwin	VA
7342	Miami Jackson	634-2641	1751 NW 36 St 33142	Walter L. Frierson	VA
8901	Miami Lakes Tech	557-1100	5780 NW 158 St Hialeah 33014	Noward Dean	VA
7411	Miami Northwestern	836-0991	7007 NW 12 Av 33150	Lawrence Adams	VA
7432	Miami Palmetto	235-1360	7460 SW 118 St 33156	Thomas Hagarman	VA
7462	Miami Senior	642-0414	2450 SW 1 St 33135	Dr. Keith Bennett	VA
8991	Miami Skill Center	358-4925	50 NW 14 St 33136	Vahan Tarpin	VA
7732	Miami Southridge	238-6110	19355 SW 114 AV 33157	Walter Kloss	VA
7512	Miami Springs	885-3585	751 Dove Av Miami Springs 33166	Edward Joseph	VA
7532	Miami Sunset	385-4255	13125 SW 72 St 33183	Dr. John McKinney	VA
7592	North Miami	891-6590	800 NE 137 St N Miami 33161	Ernest Upthegrove	VA
8911	Robert Morgan Tech	253-9920	18180 SW 122 Av 33177	John J. Leyva	VA
7702	South Dade	247-4244	28401 SW 167 Av Hmstd 33030	John Hendricks	VA
8981	South Dade Skill Ctr	247-7839	28300 SW 152 Av Leisure City 33033	Catherine Gipson	VA
7742	Southwest Miami	274-0181	8855 SW 50 Terr 33165	Helen Olafson	VA

AREA OFFICES

9571	North Area	891-8263	14027 NE 16 Ct N Miami 33181	Marvin Weiner, Area Supt.
9572	North Central Area	885-2543	1080 LaBaron Dr Mia Springs 33166	Rowena Sutton, Area Supt.
9574	South Area	595-7022	9040 SW 79 Av 33156	Alex Bromir, Area Supt.
9573	South Central Area	642-7555	2201 SW 4 St 33135	Frank J. De Varona, Area Supt.

* Office of Student Support Programs
** Office of Vocational/Adult and Community Education

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SCHOOLS THAT IMPLEMENT THE CAREER AWARENESS/BASIC SKILLS (CABS) PROGRAM

Bent Tree Elementary
Biscayne Elementary
Biscayne Gardens Elementary
Blue Lakes Elementary
Brentwood Elementary
Comstock Elementary
Amelia Earhart Elementary
Edison Park Elementary
David Fairchild Elementary
Leroy D. Fienberg Elementary
Flagami Elementary
Flamingo Elementary
Golden Glades Elementary
Greynolds Park Elementary
Gulfstream Elementary
Hibiscus Elementary
Howard Drive Elementary
Kendale Lakes Elementary
Kensington Park Elementary
Kinloch Park Elementary
Lakeview Elementary
Primary "C"
A. L. Lewis Elementary
Lorah Park Elementary
Ludlam Elementary
Miami Gardens Elementary
Miami Heights Elementary
Miami Shores Elementary
Miami Springs Elementary
Natural Bridge Elementary
North County Elementary
North Miami Elementary
Norwood Elementary
Palmetto Elementary
Redondo Elementary
Riverside Elementary
Scott Lake Elementary
Shadowlawn Elementary
Sylvania Heights Elementary
Vineland Elementary
Winston Park Elementary
Bertha Abess C. C. (South)
Family & Children's Development Center

Palm Springs Junior
Parkway Junior
South Miami Junior

SCHOOLS HOUSING
CAREER AWARENESS LABORATORIES

Allapattah Elementary
Van E. Blanton Elementary
Coral Gables Elementary
Charles R. Drew Elementary
Lillie C. Evans Elementary
David Fairchild Elementary
Floral Heights Elementary
Florida City Elementary
Gulfstream Elementary
Leewood Elementary
Ludlam Elementary
Palm Lakes Elementary
(Mobile Unit-1st Semester)
Scott Lake Elementary
(Mobile Unit-2nd Semester)
Myrtle Grove Elementary
Naranja Elementary
North County Elementary
North Glade Elementary
Parkway Elementary
Pine Villa Elementary
Kelsey Pharr Elementary
Sabal Palm Elementary
South Miami Elementary
Sunset Park Elementary
West Homestead Elementary
Phyllis Wheatley Elementary
Family and Adolescent
Development

Centennial Junior High
North Dade Junior High
South Miami Junior High

DADE COUNTY PUBLIC SCHOOLS

MIS POTENTIAL DROPOUT PROFILE CRITERIA

MAJ. EXC. = Appropriate exceptionality designation for each included exception education student.

ABS. = 18 or more occurances of absence in previous school year - Fridays and Mondays count as two (2) absences.

AGE = Two or more years older than the grade level average.

STA. = Reading stanine less than 4.

SCH. = Attended three or more schools.

GPA = Three or more D's or F's for the previous school year. (not applicable to elementary schools)

SUS. = Total days of indoor or outdoor suspension in previous school year.

SEV. = Severity. Matches 2 or more of the profile criteria elements. Number of matches are indicated.

DADE COUNTY PUBLIC SCHOOLS
DROPOUT PROFILE
BLANK INDICATES CRITERIA WAS NOT MET OR INFORMATION IS NOT AVAILABLE

NAME	ID	GRADE	BIRTH	AGE	SEX	ETHNIC	MAJ EXC	A B S	A G E	S T A	S C H	G P A	S U S	S E V
		09	10/08/71	14.3	F	B				X		X	16	3
		08	09/22/71	14.3	M	H				X			1	2
		07	03/02/73	12.9	M	H	LD	X		X				2
		08	02/09/71	14.9	M	B						X	1	2
		08	11/11/70	15.2	F	H				X		X		2
		09	09/24/69	16.3	M	H	LD	X				X	11	3
		09	11/21/69	16.1	M	H		X				X	7	3
		08	11/27/71	14.1	F	H	LD					X	2	2
		09	08/19/71	14.4	F	B				X		X	2	3
		08	09/28/71	14.3	M	H		X					5	2
		08	05/05/72	13.7	F	B	LD			X			1	2
		08	10/03/70	15.3	F	H	LD	X		X				2
		09	08/08/70	15.4	M	W						X	2	2
		09	12/27/69	16.0	F	B				X		X	1	3
		09	11/30/70	15.1	F	W					X	X	7	3
		09	04/03/71	14.8	M	B	LD					X	5	2
		09	08/06/70	15.4	M	H				X	X			2
		09	11/27/70	15.1	M	W						X	2	2
		08	12/28/72	13.0	F	W						X	1	2
		09	12/05/70	15.1	M	B					X		2	2
		08	09/01/71	14.4	F	W						X	3	2
		07	11/11/72	13.2	M	B	EH			X		X	5	3
		09	04/17/71	14.7	M	W						X	1	2
		08	05/07/70	15.7	M	B	LD			X	X		4	3
		08	03/10/71	14.8	M	H				X	X			2
		08	09/01/71	14.4	M	H				X		X		2
		09	12/14/70	15.9	M	W				X		X	13	3
		09	10/10/71	14.3	M	W		X				X	1	3
		08	03/12/71	14.8	M	B				X	X	X		3
		09	08/28/71	14.4	F	H						X	4	2
		09	02/20/71	14.9	F	W					X		4	2
		09	12/10/70	15.1	M	W	LD	X			X			2
		09	10/12/70	15.2	M	B		X			X	X		3
		09	02/12/70	15.9	F	B	LD	X		X				2
		09	01/30/70	15.9	F	W		X			X	X	6	4
		09	10/09/70	15.3	F	W	LD			X	X			2
		08	02/03/71	14.9	F	W					X	X	1	3
		09	12/13/69	16.1	M	W					X	X		2
		07	08/30/71	14.4	F	B	LD			X			1	2
		09	12/01/70	15.1	F	B		X		X			10	3
		08	07/24/72	13.5	M	W	EH	X		X	X			3
		09	06/08/71	14.6	M	B					X	X	12	3
		09	01/06/71	15.0	F	H						X	1	2
		09	02/02/71	14.9	M	B		X		X	X	X	20	5
		08	09/10/71	14.3	F	B	LD					X	17	2
		07	09/17/72	13.3	M	W		X					12	2
		09	06/18/70	15.6	M	B				X			2	2
		09	06/18/70	15.6	F	B				X		X		2

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93–508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.